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ABSTRACT

The North Carolina 4-H CareerSmarts Program is designed to unite the public and private sectors to provide career education for young people. This packet contains three handbooks (for agents, proteges, and mentors) that explain the program and outline practical ways to conduct it. CareerSmarts consists of three phases. Phase one is conducted during school using a curriculum consisting of 10 preemployment booklets and a teacher's guide to help participants learn about the working world and how to seek, obtain, and keep jobs. In phase two, students take part in a week-long activity that acquaints them with the world of work. Phase three is designed to build a mentoring relationship, allowing each youth participant an opportunity to spend a minimum of 16 hours with an adult in the business community. The agent's guide explains how to conduct all phases of the program, including developing the program, recruiting and training mentors and proteges, managing the program, and evaluation. Twelve appendixes provide sample forms to use in the program, and 34 references are included. The mentor's handbook provides information about the need for career education and about mentoring. It includes suggestions for ways to have productive conversations with proteges and ideas a mentor can use throughout the mentoring program. It also includes 34 references and 15 appendixes providing information sheets and forms for the program. The protege's handbook is designed to help students plan their time to get the most out of their mentor meeting. It includes 34 references and 15 appendixes of information sheets and sample forms. (KC)

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CareerSmarts

4-H Mentoring Program

Agent's Handbook
Mentor's Handbook
Protege's Handbook

North Carolina Cooperative Extension Service

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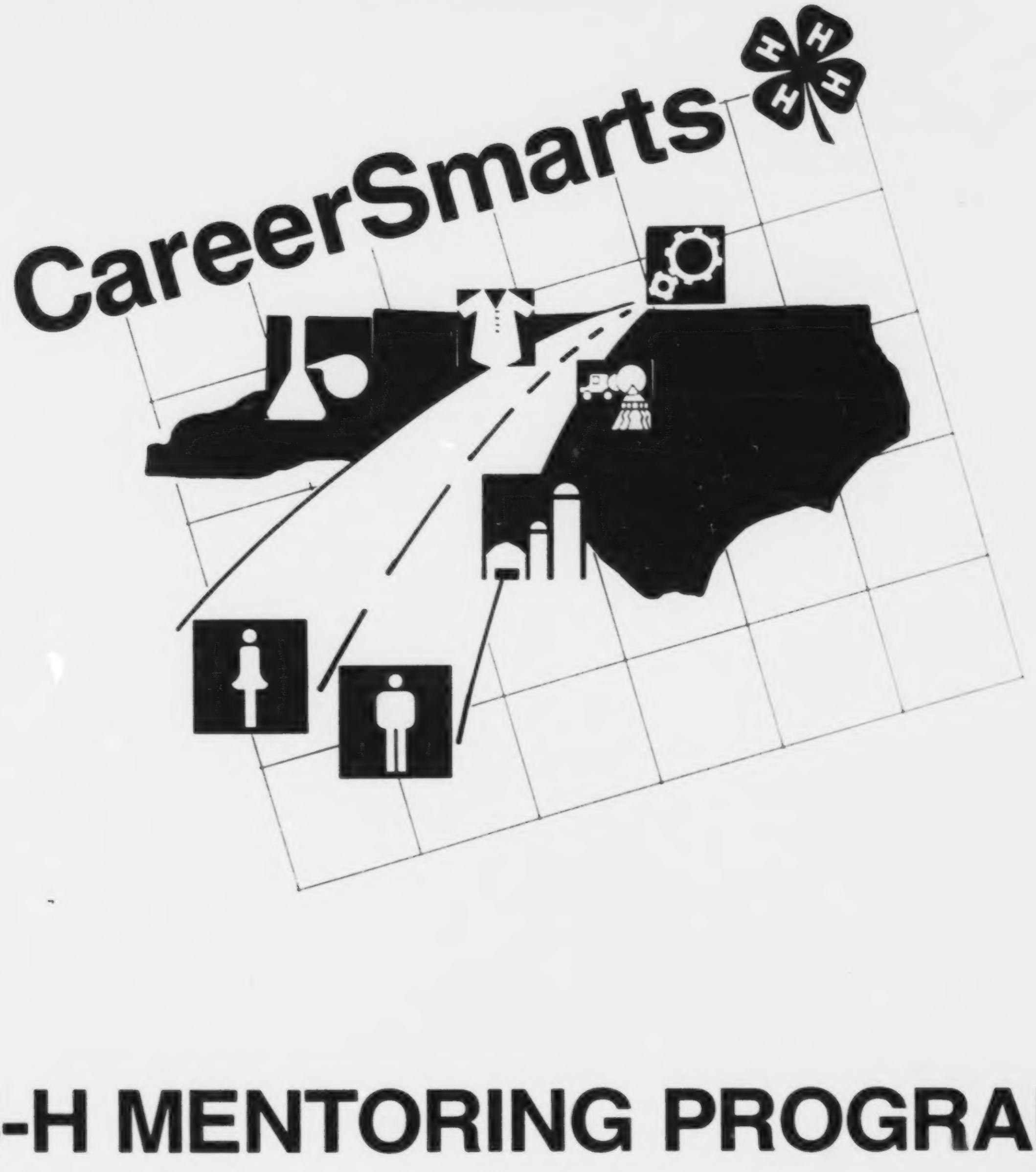
Agent's Handbook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4-H MENTORING PROGRAM

Cooperative Extension Service • North Carolina State University
College of Agriculture and Life Sciences

Preface

A major concern facing educators and the business community is the ability of the future work force to be competitive in a global economy. Pressing youth societal problems are causing many youths to leave the educational system poorly equipped to address the rapidly changing technological work environment. Without a strong, effective, educated, and highly qualified future work force, America may jeopardize its position in the world economy.

The 4-H CareerSmarts Program is one approach to helping youths prepare for their future jobs. It involves businesses, schools, and communities working together to help youths learn about career possibilities and skills they need to pursue careers of interest. Emphasis is placed on helping students complete high school and develop decision-making skills to enable them to make more informed decisions about their futures. For more information, contact the North Carolina 4-H and Youth Development Department at Box 7606, North Carolina State University, Raleigh, N.C. 27695-7606.

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Introduction

Americans face a problem of major economic proportions: With the school drop out rate around 30 percent, how do we maintain a strong and competitive position in a global society? Jobs are becoming more complex, and many workers enter the job market unprepared to meet employers' needs.

In 1987, Dr. Donald Stormer, former deputy administrator of 4-H, told North Carolina 4-H agents that some 700,000 students in the United States drop out of school each year. Another 300,000 youths are chronically truant. Dropouts earn less, have less control over their lives, and are more likely to be involved in crime than those who complete high school, he said.

The high cost of welfare and unemployment benefits, the reduced tax base, costly employee training, lost time, and low productivity associated with youths who drop out of school aggravate the problem. The loss in tax revenue alone is estimated to be more than $77 billion a year.

In addition, some people question whether tomorrow's workers will be prepared for tomorrow's job market. Future workers will need to have better speaking and writing skills. Fewer than one in four new employees are expected to function at needed levels. Without proper skills, these people may not be able to find jobs, or they may only be able to find work in low wage jobs. Unless the school drop out rate decreases and tomorrow's workers get the training and skills they need to get good jobs, the future of America will indeed be bleak. Many of the attributes that make America a strong, competitive economic power will be jeopardized.

An Approach to the Problem

According to a 1988 report by the William T. Grant Foundation Commission on Work, Family, and Citizenship, "by age 29, more than 86 percent of our young people have earned a high school diploma or GED" [general education diploma]. However, there is still a loss of more than 11 years of productivity. Furthermore, these people are only qualified for jobs available to youths who have graduated high school. Employers may tend to hire younger people, who have more years to work and may be willing to work for lower wages.

Even though 86 percent of young people eventually receive high school diplomas or GEDs, steps must be taken to help young people stay in school until they graduate. They must be equipped with knowledge and skills to help them make two major decisions after high school. First, young people must decide whether to continue their education, and, if so, in what area and for how long. Second, young people who decide not to continue their education must be able to find satisfying jobs. About one-half of all high school students do not attend college or receive any additional academic training. When the estimated 20 million young people graduate from high school, they suddenly find themselves looking for jobs. For many of these young people "school ends one day and the search for a job—any job, not a career—begins the next," the Grant Foundation report says.

Before high school students graduate, they need to learn decision-making and career exploration skills. Programs must be designed to help both college-bound and non-college-bound students prepare for the world of work and for enjoyable and exciting careers.

Successful programs that prepare young people for the world of work link schools and the business community. They can give young people knowledge of work and knowledge of themselves, as well as experience they need to find career pathways for themselves. Programs must be established that will allow school students to visit and interact with professionals in the world of work. Relationships must be established between them. These relationships must be constructive and conducive to helping young people prepare for careers. Both the public and private sectors must get involved. Together, they must provide young people the skills and knowledge employers want. Most employers look for employees who are sociable, are willing to work, are able to take initiative and think independently, are able to communicate, and have strong moral characters and work ethics.

Therefore, programs designed to help youths prepare for careers must build partnerships between the public and private sectors, must be respected by the school administration and the business community, must have curricula available to provide the knowledge and skills youths need to get good jobs, and must be received positively by young people. The North Carolina 4-H program meets all of these criteria. It has established an educational program to teach teens career exploration skills. 4-H has more than 80 years of success in providing experiential, hands-on educational programs to young people ages 9 through 19. It is highly respected by school systems and by the private sector. The 4-H career curriculum is also researched-based and proven effective in teaching important skills to young people.

North Carolina 4-H CareerSmarts Program

The North Carolina 4-H CareerSmarts Program is designed to unite the public and private sectors to provide career education for young people. This handbook and the accompanying handbooks for mentors and proteges explain the program and outline practical ways to conduct a mentoring program. Specific objectives of CareerSmarts are:

1. to help young people identify their career objectives.
2. to help teens understand how the working world is organized.
3. to help youths learn about ways of preparing for careers.
4. to educate youths about the advantages of getting a high school diploma and the disadvantages of quitting school.
5. to educate youths about the relationship between life styles and careers.
6. to help youths get the tools and skills necessary to find, get, and keep jobs.
7. to help youths develop good work attitudes.

CareerSmarts consists of three phases. Phase one is conducted during school. The curriculum consists of 10 pre-employment booklets and a teacher's guide. Participants learn about the working world, how to seek and obtain employment, and how to keep jobs. They also learn about training necessary for specific careers.

In phase two of CareerSmarts, participants take part in a week-long activity that acquaints them with the world of work. They learn about economics and the correlation of careers with standards of living. Tours allow participants to meet "real" people in the work environment and learn more about careers of interest.

Participants also develop career exploration plans that outline their future goals for education, careers, or both. On the last day of phase two, a relationship is developed between each participant and members of the working community. This relationship is known as the mentoring relationship.

The Mentoring Relationship

The relationship established at the end of phase two begins phase three of 4-H CareerSmarts. Phase three of CareerSmarts is designed to allow each youth participant an opportunity to spend a minimum of 16 hours with an adult in the business community.

Mentoring Objectives

To ensure a quality working relationship between the youth and mentor, objectives have been established for the overall relationship, for the protege, and for the mentor. These objectives are listed below.

General Objectives

1. Help teen-agers apply career development knowledge learned in the classroom or club and career and economics seminar.
2. Give young people a chance to gain practical knowledge to help them mold their own careers.
3. Provide teens with the encouragement and support of knowledgeable adult mentors.
4. Expose youths to practical aspects of the business world.
5. Involve youths in a record-keeping process.

Objectives for Proteges

1. Each participant will keep a journal of news releases, special experiences, and thoughts about

the career exploration process.

2. Youths will use agendas from phase two to learn about career opportunities, business structures, and day-to-day business decisions.
3. Youths will ask mentors about education, part-time jobs, and extracurricular activities that will help them achieve their career goals.
4. Youths will learn more about career development and specific careers.
5. Youths will gain insight into the employer's and manager's perspective.

Objectives for Mentors

1. Mentors will contribute to the community by offering leadership to potential employees.
2. Mentors will gain insight into youth issues and their implications.
3. Mentors will contribute to the development of potential employees for their organizations or for other employers.
4. Mentors will help youths gain knowledge and skills needed for successful careers.
5. Mentors will help young people focus on subjects to study in high school and later, to help them achieve their goals.

To ensure program success, it is very important that mentors and youth participants, or proteges, understand these objectives. The objectives will be helpful to mentors and proteges when they complete an evaluation following the mentoring relationship. The evaluation will be useful in designing future 4-H CareerSmarts programs.

The objectives will also allow the 4-H CareerSmarts Mentoring Program to serve three important functions. First, the objectives will provide directions to mentors and proteges to ensure important career exploration opportunities are provided to proteges. Second, the objectives will provide guidance for a quality relationship to occur between the mentor and protege. Third, this mentoring relationship can strengthen the research base of mentoring and serve as a model to other groups interested in career education for young people.

Historical Perspective

Mentoring is not a new concept. Mentoring dates back to the Neolithic age and may have been used earlier. The term *mentor* has a Greek root that means "steadfast and enduring." There is strong evidence that Homer's use of the character Mentor in *The Odyssey* influenced the term's meaning. Mentor is a friend whom Odysseus entrusts with the guidance and education of his son, Telemachus. Ever since, mentor has referred to a wise teacher and guide, philosopher, and friend. However, it has only been within the last 10 or 15 years that mentoring has been seen as an effective training and teaching strategy.

Mentor Defined

The term *mentor* is defined in different ways. However, all definitions share common elements. First, the mentor is a more experienced person who helps someone with less experience. Second, a mentor provides information, guidance, encouragement, and helpful activities. Third, the protege sees a mentor as someone with high moral standards and values. Fourth, a mentor provides support and help that goes beyond just teaching and supervision. Finally, a mentor is a friend and strong ally who will support the protege in career education.

A mentor is not the same as a role model. A role model shapes someone into his or her own image. The role model is someone who says, "Be like me rather than be yourself." The mentor says, "Be yourself, and let me help you grow and develop so you can find a career that's right for you."

In the 4-H CareerSmarts Program, the mentor is an older, experienced, very qualified, and successful person who helps a young person, or protege, learn about a career. The mentor should not try to force the protege into a particular job. He or she should help the protege gain the knowledge and skills the protege needs to explore career options. The mentor also should help the protege develop and conduct a career-exploration plan. Finally, the mentor should have values accepted by the community, by the parents, and by the protege. The mentor should be encouraged to be a friend and not just a teacher.

Applications for Mentoring

To understand what mentoring is, you need to know more about ways it is used.

Mentoring has been helpful in training teachers. Younger, less experienced teachers benefit greatly from older, more experienced teachers. And mentoring doesn't cost school systems very much.

Mentoring also works in industries, organizations, and businesses. It can lead an inexperienced employee to career success. Mentoring can be formal or informal. But mentoring is usually more successful when it is directed by an organization. As it is in teacher education, mentoring is a good way to provide training to younger, less experienced employees without spending a lot of money. The mentors also benefit. They are recognized for their work and feel they are valuable to their employers.

There is proof that mentoring works in the Cooperative Extension Service. Experienced extension agents have been valuable mentors to new agents, especially those with less than one year of experience. Several North Carolina extension administrators are experimenting with mentoring. Early reports have shown success with new 4-H agents.

Mentoring has been particularly helpful to women. Women move up the career ladder quickly when mentored. They get the training, information, and support they need to start their careers right.

Mentoring also is used in schools and colleges. Students get help to improve their grades and increase their chances of graduation and promising futures. Faculty, staff, and students serve as mentors.

Mentoring has always played an important role in adult career development. More recently, it has been used to help young people plan for their careers and to succeed in school.

4-H CareerSmarts is concerned with the mentoring relationships between the work community and students. 4-H CareerSmarts lets high school students learn from mentors in the work world.

Many teachers know the need to involve businesses. Mentors from private industry, governmental agencies, colleges and universities, and community organizations help students learn what working is really like.

Benefits of Mentoring

The mentoring process has been successful in many situations. One reason is that everyone involved benefits from it.

Proteges generally get better grades, go to school or work more often, are less likely to drop out of school, and have better job opportunities than peers who do not participate in mentoring programs. They also have better attitudes, demonstrate better study habits, gain knowledge about themselves and the working world, and improve their communication skills. Mentoring also helps youths get and keep their first jobs, fosters long-term motivation for career advancement, is good for youths facing unusual barriers of employment and advancement, and helps minorities. Teen-agers who receive support from a mentor are more likely to finish high school and to hold jobs.

New employees also benefit from mentoring. They move up in their jobs, have more control of the work environment, and have support systems. They also have fewer work problems, are more self-reliant, and have fewer career setbacks than new workers without mentors.

The mentor and the organization also benefit from the mentoring process. Mentors receive recognition and increased visibility, improve their knowledge and skills, and increase teamwork opportunities in their work settings. Also, mentors who work with young people help create better employees for the future. They also address an important need in the community.

Organizations benefit because mentoring helps them get better employees, passes on the organizations' culture, and increases company loyalty.

Characteristics of Mentors

To structure an effective, productive, and successful mentoring program, the right type of individuals must be selected to serve as mentors. If the mentors do not possess the right characteristics, the total program may be doomed for failure.

Because 4-H professionals are responsible for selecting 4-H volunteers, you may be familiar with many of the characteristics of a good mentor. In some respects, 4-H volunteers have served as mentors for young people for many years. To select mentors, rely on your knowledge of the characteristics of successful 4-H volunteers.

One of the most important characteristics for any mentor in the 4-H CareerSmarts Program is a genuine belief in the potential of young people. This belief should be demonstrated by a willingness to invest time and energy in young people. The mentor must be committed and interested in the growth and development of youths.

The mentor must also have good interpersonal and communications skills. The mentor should be able to relax around young people and to communicate effectively with the protege. The mentor should be able to address points without becoming overly aggressive or judgmental. The role of the mentor is to help the young person grow and develop a career of interest, not to shape the young person into the mentor's image. This may involve allowing proteges to make mistakes and to learn from them.

Certainly, mentors must have expertise and technical knowledge and have some measure of experience, skill, advancement, recognition, or achievement in their own occupations or careers. This enables them to address specific questions about their careers, as well as questions of a general nature. Successful mentors also should feel confident about their own styles of interaction and work. This level of confidence will enhance the communication between the mentor and protege.

Mentors must also provide a good environment for learning. A good environment must be safe. The mentor should be a good model, both personally and professionally. He or she should lead by example and set high ethical standards. The mentor should also establish high expectations for self and others and communicate these standards to the protege.

Finally, mentors must be unselfish, honest, patient, reliable, caring, compassionate, loving, enthusiastic, and have a sense of humor. They should motivate young people to be their best. Mentors will need to be creative and optimistic to help youths overcome obstacles. Mentors may need to communicate with parents and teachers during the mentoring process. The mentor also may serve as a reference or ambassador for the protege. The mentor will need to be a friend to the protege but still maintain a professional, mature image.

Although it will be difficult to recruit mentors who possess all of these characteristics, the list should help you find people who will ensure a successful mentoring experience for the protege, mentor, parents, school, and community. The 4-H CareerSmarts coordinator should be very selective, choosing only mentors who have a real interest in youth development, are capable of communicating effectively with youths, and have knowledge and skills to contribute.

Dos and Don'ts of Mentoring

One of the most important elements of the mentoring relationship is for the mentor and protege to be realistic about the scope of one-on-one interaction. Although the mentor should encourage communication and trust, the mentor should maintain enough distance to ensure objectivity and prevent the relationship from becoming all-encompassing. The mentor should help the protege realize that, by limiting the relationship, the mentor is not rejecting the protege but trying to provide guidance. The following dos and don'ts are adapted from the Career Beginnings program guide for mentors.

Dos

- Meet with protege outside the school environment
- Offer advice, support, and encouragement
- Help protege with career and education decisions
- Encourage protege to finish high school
- Meet the parents during the relationship (if possible and feasible)
- Contact the CareerSmarts coordinator if necessary and if a change in the relationship needs to be made
- Be yourself around the protege
- Allow yourself and the protege to make and learn from mistakes
- Express displeasure or disappointment with protege if such reaction is justified

Don'ts

- Become an addition to the protege's family
- Serve as surrogate parent to the protege
- Participate in social activities with the protege's family (unless during a CareerSmarts-sanctioned activity)
- Become financially or emotionally responsible to the protege or the protege's family
- Find jobs for the protege's parents
- Make financial loans to the protege or the protege's family members
- Transport protege's family members to meetings, appointments, etc.
- Serve as a role model instead of a mentor
- Foster overdependence
- Try to appear perfect or all-knowing
- Present a false image to protege
- Try to be someone you're not

Although these dos and don'ts may seem like common sense, it is very important to stress them to mentors. The mentor should be instructed to call the CareerSmarts coordinator if the protege's financial or other needs are interfering with the mentoring relationship. There are other agencies equipped to address those needs. Meeting those needs is not an objective of the 4-H CareerSmarts Program.

Developing the 4-H CareerSmarts Mentoring Program

The following is a pragmatic approach to planning, implementing, and evaluating the 4-H CareerSmarts Mentoring Program at the county level. This plan includes a recommended calendar of important events and all of the major elements for structuring the program. Adjust this plan of action to suit your county. Training agendas and other support materials are included in the appendixes of this handbook. You may recruit a master volunteer or someone else to serve as the 4-H CareerSmarts coordinator. If you have funding available, consider hiring a part-time staff person to do the job. You should train the coordinator and help with the program as necessary.

Planning Activities

Before developing a career exploration program, conduct a needs assessment to determine if young people in the county really need career education. By conducting a needs assessment, you can learn about the educational needs of participants, design a program that is responsive to participants, and encourage greater participation. Because participants' needs are considered, they will be encouraged to persist, learn, and apply what they learn.

The needs assessment will also serve three other important purposes in the development of a youth career educational program. First, because the program will involve the support and cooperation of the school system, school personnel must recognize career education as a need for the targeted youths. The school system should be involved to help determine the need for and structure of the program. Second, the business community must recognize the need for youth career education. Most of the mentors selected for the program will be a part of the business community. Therefore, it is important for the business community to participate in the planning of the program. Finally, parents will serve a significant role in the career exploration process. It is advisable to enlist the support of parents during the needs assessment process.

There are several approaches to needs assessment. One is to conduct an informal assessment by asking school personnel, parents, business people, or other appropriate groups. Informal research, observation, and other fact-finding methods may be used to determine if career education is needed. Another approach is to conduct a survey to determine the importance of a career education program. Refer to the appendixes for a sample survey form that could be used to conduct a formal needs assessment. This survey should be distributed to groups identified above and to others.

The North Carolina Cooperative Extension Service has a structure that could help with the needs assessment process. The 4-H and Youth Committee is the ideal group to begin the needs assessment. The committee could also help survey other groups and provide valuable feedback during the planning process. Therefore, the 4-H agent should interact with the 4-H and Youth Committee before beginning the 4-H CareerSmarts Program.

If the assessment demonstrates youth career education is an important need in the county, and the 4-H and Youth Committee selects career education as a program to emphasize, you, as the agent, should proceed with planning. At this point, a 4-H CareerSmarts specialized committee should be appointed. Although nominees for committee membership can be solicited from various sources, you should ensure that school personnel, business people, parents, and potential sponsors are represented.

One of the first objectives of the 4-H CareerSmarts planning committee should be to determine if the county will conduct all three phases of the 4-H CareerSmarts Program or only one or two. 4-H agents can learn more about the three phases during the CareerSmarts agent training session conducted each year. You should convey this information to committee members and help them make decisions.

Although the number of phases selected by the county committee will affect the mentoring phase, this handbook is designed to be used if one, two, or all three phases are implemented. Therefore, the timetable and other specifics of the handbook should be adjusted, if necessary, to meet the needs of the county.

The committee also must set a timetable for conducting the 4-H CareerSmarts Program. If the committee selects the three phases of CareerSmarts, it could implement the following timetable.

Timetable of Activities

Before August:	4-H and Youth Committee conducts needs assessment.
Before August:	4-H CareerSmarts specialized planning committee is appointed.
August:	4-H agent selects committee members to receive CareerSmarts training.
September:	4-H CareerSmarts planning committee meets to develop strategies for implementing 4-H CareerSmarts Program.
September-May:	Phase one of CareerSmarts is conducted. Because of the content of phase one, this phase may be conducted within a nine-week period or over several months. Program facilitators and committee members should decide.
September-May:	4-H CareerSmarts planning committee meets as appropriate to monitor program.
March:	Committee begins planning phases two and three.
March-May:	Mentors and proteges for phase three are selected and trained.
June-August:	Conduct phase two. Phase two is only a week long. Therefore, the committee should decide the most appropriate week for the county.
June-December:	Conduct phase three, the mentoring phase. Mentors are requested to meet with proteges for a minimum of 16 hours. The committee should determine the number of hours and the length of phase three.
August-December:	Conduct evaluation and recognition of program participants, again depending on the schedule determined by the committee. However, it is

important to conduct the recognition immediately following completion of phase three. The committee may also choose to conduct an evaluation and recognition immediately after phase one, because only a small percentage of phase one youths will participate in phases two and three.

Again, this timetable and schedule will need adjustments, depending on the planning committee's decision. However, the mentor and protege selection should begin at least three months before phase three. This would ensure adequate time for selection and training of qualified participants.

The needs assessment also will allow you and the planning committee to determine the age group to address with the career program. The career program is designed for youths in grades six and above. However, the specific grade and age of participants should be determined by the CareerSmarts planning committee, based on the needs assessment.

Selecting Mentors and Proteges

In selecting mentors for the CareerSmarts Program, the agent and committee should refer to the characteristics section of this handbook. These characteristics will provide a good starting point for selection. Several sources can be used to select mentors: for example, the chamber of commerce, women's organizations, men's organizations, and church groups. The potential mentors should have very positive recommendations and should possess as many of the characteristics as possible.

The CareerSmarts Program is designed to help with selecting the proteges. During phase one, CareerSmart facilitators are instructed to begin the selection process. Also during phase one, the committee should select participants for phases two and three. However, if phase one is not conducted, proteges may be selected by other methods. The committee should select proteges based on recommendations from school, church, parents, and other appropriate sources. One final note about selection: There is limited research on pairing of mentors and proteges. Some reports indicate that pairing males and females is acceptable. However, race and class appear to be important variables. The pairing process should be the decision of the 4-H CareerSmarts planning committee.

Recruiting Mentors and Proteges

The committee should identify about 30 or 40 percent more potential mentors than they will actually need. This will increase the probability of having enough mentors when the program begins.

Once a good list is completed, committee members and the agent should contact potential mentors. Recruiters should remember why adults choose to be mentors. Some mentors volunteer because of a genuine interest in youth development. Some may volunteer to help youths gain career skills and to increase the job applicant pool for organizations. Others serve because of community spirit and because they want to improve community leadership and resources. Others may volunteer their time for the recognition, visibility, and personal benefits the program will offer. Recruiters should understand and realize that these are all acceptable reasons. However, the major selection criteria should remain the interest of youths and the ability of the mentors to provide the essential elements of the mentoring experience.

Finally, recruiters need to remember that willing people are there; they have to be recruited. Recruitment of resource people should not be a problem. Working adults want to serve as mentors and feel they gain something of value.

Recruiters should also inform selected mentors of the first training meeting date and time. They should get an attendance commitment from the potential mentors. These details should be completed before the selection and recruitment starts.

Proteges should be recruited through the school, organized youth groups, and parents. Proteges and their parents should be willing to commit the time, energy, and resources to attend training sessions and meetings with mentors. Proteges who exhibit an interest in career education and demonstrate a willingness to learn and participate should be given high priority. However, every youth should be given an opportunity to participate. In some cases, the committee may need to help youths overcome obstacles in order to participate. Young people who are effective learners and good workers are most likely to succeed in mentorship situations.

Training Mentors and Proteges

Once mentors and proteges are recruited and selected, they need to be trained. As they are selected, they need to be informed of training dates and time.

For mentors, the training may need to be conducted as a morning breakfast, during lunch, or immediately after work. It is best to conduct the training as a group activity. However, circumstances may dictate individual training in some cases.

The training session for mentors should last about two hours. During the session the workshop facilitator should explain major points of the 4-H program, its affiliation with land grant universities, the 4-H CareerSmarts Program, and the specific responsibilities of the mentors.

The appendixes contain a recommended training agenda. The agenda may be adjusted to suit county needs, but all of the topics listed should be addressed. The workshop facilitator should use the appropriate sections of this handbook during the mentor training session. Mentors need a thorough knowledge of the total 4-H CareerSmarts Program and its need in the county. Sections of this handbook should be used along with the mentor handbook. Since much of the same information is in the mentor handbook, a brief overview of the sections should be adequate. The following sections should also be helpful during the mentor training session.

The mentors should sign a mentor/agent memorandum of agreement during the training. A copy of the agreement is in the appendixes.

During the training session, distribute copies of all necessary forms to the proteges and mentors. Stress to the proteges that they should not write in their handbooks. That way the handbooks can be reused.

Mentor's Responsibilities

The first responsibility is to attend the mentor training sponsored by the 4-H program. The mentor also must meet with the protege to develop a schedule of meetings and activities. The CareerSmarts coordinator should notify mentors about their first meeting with the proteges. The mentor should meet with the protege regularly: at least once a week, for a minimum of 16 hours over the course of the program. He or she should work with the protege to set short- and long-term goals and encourage him or her to complete high school and advanced training if desired, to explore career options, to meet other adults, and to get to know other employees. A mentor also should help the protege develop communications and interpersonal skills and take an active interest in his or her day-to-day activities. He or she should spend as much time with the protege as possible.

During the first meeting or as soon as possible, the mentor and the protege should set mutual standards and ground rules for meetings, events, and activities. They should talk about appropriate dress and office manners, as well as what to do if the mentor or the protege must cancel or arrive late for an appointment. They should also talk about mutual responsibilities and expectations.

The mentor should make the meetings interesting and important, balancing constructive criticism with positive reinforcement. The mentor should also challenge and encourage the protege to achieve his or her goals.

In general, the mentor should be available and supportive and should establish an environment of negotiation and reciprocity. He or she should listen with care and empathy, trying to hear how the protege feels and why he or she feels that way. The mentor should focus on the protege's future and acknowledge his or her uniqueness. The mentor should be supportive rather than critical. And he or she should always remember the primary purpose of the 4-H CareerSmarts Mentoring Program: to help the youth develop and pursue a career of interest.

Roles of Mentors

In addition to the various responsibilities identified above, a mentor also may act as a teacher, counselor, recognizer, coach, guide, supporter, protector, sponsor, encourager, leader, developer, opener of doors, listener, critic, and sounding board for the protege.

Mentors should be encouraged to get support and resources from your community. There are many books, articles, and local resources to help the mentor during the mentoring process. School counselors and other educators are excellent resources. The Career-Smarts coordinator and the local planning committee also should help the mentor find other resources.

Mentors should also be encouraged to review the developmental characteristics of youths 12 to 19 years old. (See appendix D.)

Proteges will also need some training before their first meeting with mentors. A sample training agenda for proteges is included in the appendixes. The protege handbook should serve as a major guide for the training. However, proteges will also need to be informed of their responsibilities and of the importance of working with mentors to establish realistic goals, expectations, and other specifics of the relationship. It is very important proteges understand that the relationship should be mutual and the mentor should be a friend.

Proteges will also need to understand who is sponsoring the program and whom to contact if problems occur. Stress that contact should be made immediately. Each protege will also need to sign a code of conduct form, have parents' permission to participate, sign an agent/youth memorandum of agreement, and complete a health form. Copies of these forms are included in the appendixes.

Before the mentor and protege training sessions, all participants should be provided a copy of the appropriate handbook. The training session can be greatly enhanced if proteges and mentors review their handbooks and are prepared to actively participate during the training.

Managing the Mentoring Program

One of the most important elements of the 4-H CareerSmarts Program is effective communication. All participants must understand who sponsors the program and must have names and telephone numbers of committee members, the 4-H agent, and the project coordinator. Mentors and proteges should be encouraged to call immediately if problems occur.

Once the program is implemented, occasional contacts with mentors and proteges is important. The 4-H CareerSmarts coordinator needs to determine, based on the structure of the program, how often to contact them. Mentors and proteges should also be encouraged to meet with their peers throughout the mentoring process. The mentor group and protege group could learn a great deal during their sessions. This would also allow the project coordinator to get feedback throughout the mentoring program.

Insurance and liability responsibilities should be explained during training and should be monitored throughout the program. Since mentors are 4-H volunteers, they are covered under the North Carolina Tort Claims Act. (See "State of North Carolina Executive Order Number 48" in the appendixes.) The 4-H CareerSmarts planning committee will decide whether to buy health insurance. Mentors and the proteges' parents may have policies that would cover the youths during the mentoring activities. The planning committee must investigate this item thoroughly. The health form in the appendixes may be helpful.

The implementation summary in the appendixes may be used to provide participants a brief overview of the mentoring program. Copies of this summary could be provided to all participants during the appropriate training sessions.

Evaluation and Recognition

The final steps of the 4-H CareerSmarts Program are evaluation and recognition. Mentors and proteges should complete the evaluation forms in the appendixes. The evaluation can be mailed or given to participants during a final meeting with the total group. The planning committee should review the evaluations to determine the program's success and whether it should be continued. Also, comments received throughout the program will be very helpful in improving the program.

Encourage proteges to complete the appropriate sections of their handbooks and write reports about their mentoring meetings. During the training, give them a deadline for turning them in. The 4-H CareerSmarts planning committee should review the reports and summarize the responses. Then, share the results with mentors, parents, schools, sponsors, and other interested groups. Reports should be returned to proteges following the evaluation process. All mentors and proteges should be invited to attend a special recognition function in their honor. Parents, media representatives, school personnel, and other supporters should also be invited. If funds are available, a meal function is advisable. Perhaps several businesses would be willing to sponsor this event. Appropriate certificates and other forms of recognition should be used to express appreciation to all participants.

Conclusion

There is a major need in North Carolina to help young people make smooth and successful transitions from school to satisfying and contributing careers. 4-H, with its many networks, its experiential curricula, and its expertise, is an excellent program to facilitate this process. The 4-H CareerSmarts Program is one method to ensure this transition.

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Appendix A
4-H CareerSmarts Needs Assessment Instrument

The county 4-H program is interested in developing a career exploration program for teen-agers throughout the county. The program will help youths acquire basic career exploration skills and provide experiential, or learn-by-doing, activities to teach young people about the working world. Although there will be no direct cost to youths who participate in the program, they must attend several career exploration activities. Also, because of the design of the program, parents, school personnel, civic organizations, and businesses must support it. Please take a few minutes to complete and return this survey. Since 4-H is primarily supported by volunteers, the 4-H program will not develop a career exploration program without your suggestions and support.

Thank you for your comments. They will be very valuable as 4-H continues to provide educational programs to meet the needs of our youths.

1. Is career education a major need for our county teen-agers?
   __ Yes __ No
2. If yes, what age participant do you recommend for a career education program? (Please circle all that apply.) 12, 13, 14, 15, 16, 17, 18, 19
3. Do you have or know teen-agers (ages 12 to 19) who would be interested in a career exploration program conducted during and after school hours?
   __ Yes __ No
4. If yes, do the teen-agers have transportation to attend several career exploration activities during non-school hours?
   __ Yes __ No
5. Would you be willing to assist with the career program?
   __ Yes __ No
6. If yes, please list ways you would like to participate during the program and amount of time you could volunteer.

7. Would you be willing to serve on a planning committee to help design a career exploration program?
   __ Yes __ No
8. Do you have an occupation that would allow you to let a young person spend some time with you to learn more about your job and preparation necessary?
   __ Yes __ No
9. Would you work with a young person on a one-to-one basis to teach him or her more about your career and how to plan for his or her career?
   __ Yes __ No
10. Would you be willing to attend a two-hour meeting to learn more about the proposed 4-H career exploration program?
    __ Yes __ No
    If yes, what time of day is most convenient to you?
    ____
11. Please share any comments you have regarding the proposed 4-H career exploration program.

Optional:
Name ____________________ ____________________
(please print)
Address ______________________________________

____

Telephone Number: ____________________________

Thank you for your input. Please return this survey to:

County 4-H Office
Address ______________________________________
By ____

After survey results are analyzed, you will be contacted about the findings and the decision made about the proposed 4-H career exploration program.

Appendix B
Mentors' Training Agenda
(Two-hour training design)

The following agenda is designed to help the 4-H CareerSmarts coordinator train mentors. The agenda should be modified to suit county needs. The agenda is structured to allow the workshop facilitator to use the agent's, protege's, and mentor's handbooks. Mentors should be trained a few weeks before they meet their proteges.

Recommended Time	**Recommended Activities**
15 minutes	*Welcome and introduction* Mentors should be allowed to introduce themselves, tell where they work, and why they are interested in being a mentor.
10 minutes	*Overview of 4-H and CareerSmarts Program* Explain the three phases and the importance of mentoring. The agent's and mentor's handbooks should be helpful.
15 minutes	*Mentorship objectives* See agent's handbook and elaborate on each objective.
20 minutes	*Developmental characteristics of 12 to 19 year olds* Use agent's and mentor's handbooks and appropriate resource person, if available (for example, a home economics agent).
30 minutes	*Roles and responsibilities of mentors and proteges* Use agent's, protege's, and mentor's handbooks. Allow adequate opportunity for discussion among mentors.

20 minutes	*Management of mentoring program* Items to address are: opportunities for feedback, how to handle a difficult situation and/or protege, liability and insurance, what to do and what not to do as mentors, deciding on meeting schedule of mentors (if desired), and general operations of total mentoring program.
10 minutes	*Evaluation and recognition* Discuss evaluation and recognition plans and ask for general comments on mentoring program. Complete memorandum of agreement and other necessary paperwork.

Again, the training agenda should be flexible and adapted to the county situation. Certain topics may need more or less emphasis. Mentors may want more discussion on what to do with the proteges during the 16 hours of meetings. Although several suggestions are provided in the mentor's handbook, mentors should be encouraged to be creative and to develop as many quality learning opportunities as possible. Mentors should be encouraged to act as they normally do while on the job and not to make any special provisions for the proteges. The key point is that 4-H CareerSmarts is trying to help the proteges make a smooth transition from school to work or additional academic training. Mentors should also be encouraged to contact the 4-H CareerSmarts coordinator immediately if problems arise.

Appendix C
Mentor/Agent Memorandum of Agreement

4-H Agent's Responsibility

____________________ has agreed to serve as a mentor in the 4-H CareerSmarts program. The North Carolina Cooperative Extension Service will:

1. work with mentor and participant selection committee in pairing mentors and youths.
2. assist 4-H CareerSmarts Committee in monitoring mentor and protege relationships.
3. respond immediately to calls, questions, and concerns from mentors.
4. work with mentors to improve unsatisfactory relationships or, if necessary, to end the relationships.

____
(signature)

____
(date)

Mentor's Responsibility

I have read and I understand the 4-H mentor's handbook. I realize I am volunteering my time to assist a young person with his or her personal career exploration process. I agree to:

1. meet with my protege for a minimum of one hour a week.
2. conduct this relationship formally for up to four months.
3. immediately call the county CareerSmarts coordinator if any problem arises affecting my relationship with my protege. That coordinator is ________________ and he or she can be reached at ________________ .
4. accept responsibility for my designated protege when he or she is at a scheduled meeting with me.
5. complete the provided evaluation form and return it to the County 4-H CareerSmarts coordinator.

____
(signature)

____
(date)

Appendix D
Developmental Characteristics of Youths Ages 12 to 19

Some mentors may have little or no experience working with teen-agers. Developmental characteristics of teen-agers and their implications for the 4-H CareerSmarts Mentoring Program should be discussed during the mentors' training session. This material is also provided in the mentor's handbook. 4-H Specialist Ann Y. Frazier cited the following as important characteristics of 12 to 19 year olds and listed their implications for learning experiences.

Developmental Characteristics 12 to 14 Age Group

Characteristic	Implications for 4-H Learning Experiences
Are concerned about physical development, being liked by friends, social graces, and good grooming (even though they do not like to admit it).	Encourage them to participate in experiences in which they learn to understand themselves and to get along with others.
Desire a sense of independence, yet want and need their parents' help.	Encourage them to work with adults and older teens to complete learning experiences and apprenticeships.
Are self-conscious, with many needing help to get over inferiority complexes.	Concentrate on developing individual skills.
Like fan clubs; many have teen idols.	Encourage them to work with or serve as apprentices to older teens and adults.
Want to get outside of their own communities to explore.	Provide them with learning experiences outside of the community.

Are getting over the age of fantasy and beginning to think of what they will do when they grow up, but are often unclear about needs and values.	Relate leadership skills to their career choices.
Are interested in activities involving boys and girls.	Offer them learning experiences involving boys and girls.
Are interested in sports and active games.	Offer active, fun learning experiences.
Are ready for in-depth, longer learning experiences.	Encourage them to explore, in more depth, leadership roles; encourage them to keep more detailed records of leadership experiences.

Developmental Characteristics 15 to 19 Age Group

Social needs and desires are important to them.	Emphasize leadership skills that relate to social development.
Want and need a strong voice in planning their own programs.	Allow youths to plan programs with the guidance and support of adult helpers.
Want adult leadership roles.	Encourage them to work with adult leaders.
Are quite interested in co-educational activities.	Develop co-educational learning experiences.
Have areas of interest that are more consistent; their patterns of interest are becoming more definite.	Encourage them to study in depth leadership roles and skills.
Often need guidelines in selecting careers.	Help them apply leadership skills to career exploration, especially decision making.

Are developing community consciousness.	Develop learning activities involving the community.
Are beginning to think of leaving home for college, employment, marriage, etc.	Emphasize the application of leadership skills to being on your own.
Many will leave their communities for employment, and many who go to college will not return to their present communities after graduation.	Stress application of 4-H leadership skills to real-life situations.

Appendix E
Proteges' Training Agenda
(Two-hour training design)

The following agenda is designed to assist the 4-H CareerSmarts coordinator with the proteges' training. The agenda should be modified to accommodate county needs. The agent's, mentor's, and protege's handbooks should be helpful during this session. Proteges should be trained prior to meeting with their mentors. The 4-H CareerSmarts Program provides a training time during day one of phase two. However, if phase two is not conducted in the county, the 4-H CareerSmarts planning committee should determine the training schedule. Proteges should be told whom to contact if problems develop in the mentoring relationship. This information should be listed in the protege's handbook.

Recommended Time	**Recommended Activities**
15 minutes	*Welcome and introductions* Proteges should be encouraged to introduce themselves, give some background information, and tell why they are participating in the mentoring program.
10 minutes	*Overview of 4-H and 4-H CareerSmarts Program* Explain three phases and importance of mentoring phase.
25 minutes	*Conceptual framework of mentoring* Use appropriate sections from agent's handbook. It is recommended that group activities be used to maintain a high interest level.
10 minutes	*Break*

10 minutes	*Roles and responsibilities of proteges and mentors* Use protege's handbook and elaborate on these sections.
15 minutes	*How the program will be managed* This section should include items addressed on mentor's agenda under this section.
25 minutes	*First meeting with a mentor and how to use the protege's handbook*
10 minutes	*Evaluation and recognition plans* Allow time for discussion and wrap-up. Be sure to ask proteges to complete code of conduct form, health and medical information, parental permission form, and memorandum of agreement. Have them take the parental permission form home so that their parents can fill it out.

Appendix F
4-H Code of Conduct Agreement *

Protege's name ______________________________

Mentor's name______________________________

Protege's address____________________________

____

Telephone number _______________________

I, ______________________________, understand the basic rules for participation in the 4-H CareerSmarts Mentoring Program and agree to:

1. participate fully in the program.
2. be responsible for my own behavior and uphold high standards.
3. abide by the rules of the mentor's place of work and other places of mentoring activities.
4. support the program coordinator's and adult mentor's leadership of my activities in this program.
5. refrain from using alcoholic beverages, illegal drugs, and abusive language while participating in the program.

____

(protege's signature)

Concurrence by parent or guardian:

I understand the above agreement and will support my son or daughter, the group coordinator, and adult advisors in carrying it out.

____

(parent's or guardian's signature)

____

(date)

* Copies of this form should be kept by the 4-H CareerSmarts coordinator and appropriate mentor.

Appendix G
Agent/Youth Memorandum of Agreement

Agent's Responsibility

_________________________ has agreed to enter into a mentor/youth relationship with an adult mentor to be selected by the 4-H CareerSmarts Committee. The North Carolina Cooperative Extension Service will:

1. match the youth with mentor in a field the youth has expressed interest in.
2. work with proteges who are unhappy with their designated mentors to improve the relationships.
3. respond immediately to questions or concerns from youths.
4. monitor the youths' feelings about the mentoring experience.

____
(signature)

____
(date)

Youth's Responsibility

I have agreed to participate in the 4-H CareerSmarts Mentoring program. I recognize this is an important responsibility and that I will be under the supervision of an adult volunteer (mentor) for at least one hour a week for up to four months. I realize I was selected for this program because of my interest in career education, and I agree to:

1. work with my mentor in scheduling appointments, meetings, and other activities involving mentor's time.
2. arrive promptly at all meetings and activities scheduled with my mentor.
3. notify my mentor as soon as possible if I must cancel an appointment.
4. follow my mentor's instructions during the entire time I am participating in a mentoring activity.
5. notify the county 4-H CareerSmarts coordinator if I am unhappy or have problems with my mentor. The coordinator is ___________________________

and can be reached at ________________.

6. write weekly reports on my thoughts and feelings on this program.
7. make arrangements for transportation to and from meetings and activities with my mentor.

____

(signature)

____

(date)

Appendix H
Health Consent Form for Emergency Treatment

Name of participant ______________________________
Age _____ Sex _____
Home address ______________________________
(box number and street)

____
(city) (state) (zip)

INSURANCE: Complete if not using 4-H insurance policy.
Company ______________________________
Policy number ____________
In case of emergency notify: Name ____________________
Telephone number ________________
Relationship to above: Parent ___ Guardian ___
Alternate contact in emergency: Name ________________
Telephone number ________________
Family physician or clinic ____________________
Telephone number ________________

For health and safety reasons, every person attending this program must complete and submit a health form to the program coordinator. Please read and answer the following questions. Any "yes" response will require an explanation.

1. Respiratory problems (asthma, spitting blood, tuberculosis, etc.)? Yes __ No __ Explain:

2. Heart disease (high or low blood pressure, shortness of breath, heart murmur, chest pain, rheumatic fever, etc.)? Yes __ No __ Explain:

3. Stomach or intestinal problems (ulcers, jaundice, hernia, colitis, indigestion, etc.)? Yes __ No __ Explain:

4. Kidney, gall bladder, or liver disease? Yes __ No __ Explain:
5. Diabetes or hypoglycemia (low blood sugar)? Yes __ No __ Explain:

6. Muscular or skeletal problems (arthritis, hernia, recent fractures, etc.)? Yes __ No __ Explain:

7. Eye, ear, nose, or throat problems (hay fever, ear infections, impaired sight or hearing)? Yes __ No __ Explain:

8. Skin disease? Yes __ No __ Explain:

9. Nervous disorder (convulsions, epilepsy, dizziness, etc.)? Yes __ No __ Explain:

10. Emotional or mental disorder (frequent anxiety, excessive fears, etc.)? Yes __ No __ Explain:

11. Any surgical operations, accidents, or injuries that have required hospitalization in the past two years? Yes __ No__ Explain:

12. Any recent exposure to a contagious disease? Yes __ No __ Explain:

13. Any allergies? Yes __ No __ Explain:

14. Are you currently under a doctor's care? Yes __ No __ Explain:

15. Are you currently taking medication? Yes __ No __ Explain:

16. Date of last tetanus shot ________________
17. Any special dietary needs? Yes __ No __ Explain:

18. Any limiting physical conditions? Yes __ No __ Explain:

I am of the opinion that ____________ can participate in the 4-H CareerSmarts Program. I further declare that he or she has no physical, mental, or communicable conditions that will interfere with participation in this program. I consider his or her health to be __ poor; __ fair; __ good.

In case a medical emergency arises while my son or daughter is participating in the program, I give my permission for physicians to perform needed treatment.

____
(parent's or guardian's signature)

____
(date)

The emergency contact listed above will be informed as soon as possible should emergency treatment be required.

Appendix I
STATE OF NORTH CAROLINA
Executive Order Number 48

James B. Hunt Jr.
Governor

Executive Order Number 48

WHEREAS, volunteers have dramatically increased and strengthened the ability of government agencies to carry out their programs, services, and activities for the benefit of their fellow citizens; and

WHEREAS, the practice of volunteering enables private citizens to enrich their lives and lives of others through greater citizen awareness of personal involvement in state government programs, services, and activities.

NOW, THEREFORE, IT IS HEREBY ORDERED:

Section 1. I hereby declare the policy of the State of North Carolina to be that every citizen, regardless of his or her present economic condition, political affiliation, religious affiliation, race, sex or age, has the opportunity to be a volunteer in state service. Every state agency is encouraged to involve volunteers to enrich and increase the agency's ability to deliver services, programs and activities for the citizens of this State.

Section 2. The following definitions are applicable to this Order:

(a) "Agency" means any department, institution, commission, committee, board, division or bureau of the State of North Carolina:

(b) "Volunteer" means any person who provides goods or services to any state agency of his or her own free will and for no financial gain.

Section 3. Each state agency is hereby authorized and encouraged to recruit, train and accept the services of qualified volunteers to assist in programs carried out or administered by the state agency or constituent unit thereof for the benefit of the people of this State. While volunteering for service to state agencies, volunteers shall be exempt from the provisions of the State Personnel Act and other provisions of law and regulations governing grievance procedures for state employees. Volunteers shall comply with the appropriate agency rules, regulations and policies pertaining to conduct, record keeping, and any other policy necessary for the operating efficiency of the state agency.

Section 4. Each state agency is encouraged to develop policies for the administration of services by volunteers. Such policies should include rules governing the recruitment, screening, training, enrollment, responsibilities and supervision of volunteers; documentation of volunteer activities; recognition of volunteers, contributions and services; performance evaluations of volunteers and the services rendered; and the development of an appreciation between paid staff and volunteers of their respective roles in fulfilling agency objectives.

Section 5. Each state agency shall recognize documented volunteer service as partial fulfillment of training and experience requirements for state employment, pursuant to policies adopted by the State Personnel Commission. To that end, agencies are encouraged to provide letters of documented volunteer service when requested by a volunteer.

Section 6. Volunteers enrolled in service to state agencies are recognized to be covered under Articles 31 and 31A of Chapter 143 of the General Statutes, governing Tort Claims Against State Departments and Agencies, and the Defense of State Employees. Volunteers enrolled in service to state agencies are not entitled to benefits under Chapter 97 of the General Statutes, the Worker's Compensation Act.

Section 7. This Order is effective immediately. It shall remain in effect until rescinded by Order of the Governor or preempted by legislative action. Done in Raleigh, North Carolina, this the 21st day of April, 1980.

James B. Hunt Jr.

Governor of North Carolina

Appendix J
Implementation Summary

Mentor Selection—Mentors should be adult professionals. They should be chosen by the selection committee, preferably because of personal recommendations. Mentors' careers should be in fields participants have indicated interest in.

Mentor Training—Each mentor will receive a mentor handbook and will attend a training session or receive individual training in the CareerSmarts program. Mentors are free to contact the county CareerSmarts coordinator whenever they have questions.

Mentor Contracts—Each mentor will be asked to sign a contract that specifies his or her mentoring responsibilities and indicates an understanding of the commitment.

Mentor and Protege Meetings—Each mentor-and-protege pair will determine its best meeting schedule. During phase two, the two will outline what concepts, activities, and information their sessions will cover. They should meet for a total of 16 hours.

Negative Relationships—If the mentor or protege is unhappy with the mentoring relationship, he or she should contact the county coordinator. The coordinator will attempt to find out the source of the conflict and a solution satisfactory to both the mentor and the protege.

Follow-up—County coordinators need to contact mentors and proteges periodically to ensure that they are satisfied and to solve any conflicts.

Appendix K
Mentor Evaluation

Please answer the following questions. Your answers will help the CareerSmarts coordinator and sponsors improve future CareerSmarts programs. You may wish to sign your name, or you may complete the evaluation anonymously. Thank you for your assistance with the 4-H CareerSmarts program.

1. How would you rate the program in achieving the following objectives? (Circle your answer.)
   Excellent Good Fair Poor
   - Help teen-agers apply the theory of career development learned in the classroom or club and career and economics seminar.
   - Give young people a chance to gain practical knowledge that will help them mold their own careers.
   - Provide teens with the encouragement and support of knowledgeable adult mentors.
   - Expose youths to practical aspects of the business world.
   - Give youths sources for information on careers.
   - Involve youths in a record-keeping process.

2. How would you rate the program in achieving the following objectives? (Circle your answer.)
   Excellent Good Fair Poor
   - Each protege will keep a journal of news releases, special experiences, and thoughts about the career exploration process.
   - Youths will use agendas from phase two to learn about career opportunities, business structures, and day-to-day business decisions.
   - Youths will ask mentors about education, part-time jobs, and extracurricular activities that will help them achieve their career goals.
   - Youths will learn about career development and specific careers.
   - Youths will gain insight into the employer's and manager's perspective.

3. How would you rate the value of the program to you and your business? (Circle your answer.)
   Excellent Good Fair Poor

4. Please rate the value of the program to the youths participating. (Circle your answer.)
   Excellent Good Fair Poor

5. Should a similar program be conducted next year?__ yes__ no

6. If yes, would you be willing to help again?
   __ yes __ no

7. Do you know someone whom you would recommend to help with this program? If yes, please list his or her name and phone number.
   ____

8. If this program is continued, how should it be financed?

9. Did you receive enough information and help to plan and carry out your part of the program?
   __ yes __ no
   If not, what would have been helpful?

10. What type of promotion should be given this program?

11. What problems did you encounter that need to be corrected for future programs?

12. In what way has your understanding of young people increased?

13. Do you think youths understand the role of employers' rules for getting and keeping jobs?
__ yes ___ no

Appendix L
Protege Evaluation

Please answer the following questions. Your answers will help the CareerSmarts coordinator and sponsors improve future CareerSmarts programs. You may sign your name, but you do not have to. Thank you for your help.

1. Did you enjoy the mentoring program?
   __ yes
   __ no

Comments:

2. How would you rate the value of the program to you?
   __ excellent
   __ good
   __ fair
   __ poor

Comments:

3. Should a similar program be conducted next year?
   __ yes
   __ no

Comments:

4. Would you recommend the program to a friend?
   __ absolutely
   __ maybe
   __ probably not
   __ no

Comments:

5. How much did you learn in the mentoring program?
   __ a great deal
   __ some
   __ little
   __ nothing

Comments:

6. Name two things you enjoyed about the mentoring program.
   1.

   2.

Comments:

7. Name two things you did not enjoy about the program.
   1.

   2.

Comments:

8. How would you improve the program?

9. Did the mentoring program help you make some decisions about your future?

   __ yes
   __ no

Comments:

10. Did you keep a record of your meetings with your mentor?

   __ yes
   __ no

If no, please explain:

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Mentor's Handbook

CareerSmarts
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4-H MENTORING PROGRAM

Cooperative Extension Service • North Carolina State University
College of Agriculture and Life Sciences

Preface

A major concern facing educators and the business community is the ability of the future work force to be competitive in a global economy. Pressing youth societal problems are causing many youths to leave the educational system poorly equipped to address the rapidly changing technological work environment. Without a strong, effective, educated, and highly qualified future work force, America may jeopardize its position in the world economy.

The 4-H CareerSmarts Program is one approach to helping youths prepare for their future jobs. It involves businesses, schools, and communities working together to help youths learn about career possibilities and skills they need to pursue careers of interest. Emphasis is placed on helping students complete high school and develop decision-making skills to enable them to make more informed decisions about their futures. For more information, contact your county 4-H office or the state 4-H and Youth Development Department at Box 7606, North Carolina State University, Raleigh, N.C. 27695-7606.

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Introduction

Thank you for volunteering to serve as a mentor in the North Carolina 4-H CareerSmarts Mentoring Program. As a mentor, you will help a young person, your protege, learn more about the world of work and about what he or she must do to prepare for an enjoyable, interesting, and important career. You also will help the protege make the transition from high school to additional academic training, a job, or both.

The mentoring program is designed for students in grades six and above. Your 4-H agent and planning committee will determine the specific grade and age of participants in your county.

This handbook provides information about the need for career education and about mentoring. It includes suggestions for ways to have productive conversations with your protege and it includes ideas you can use throughout the mentoring program.

The 4-H CareerSmarts coordinator will provide a mentor training session before your first meeting with the protege. During the training be sure to raise your questions or concerns. Your comments and suggestions are vital to the success of the 4-H career education program.

More About 4-H

The 4-H program began around 1900. Its main purpose is to provide learn-by-doing opportunities for boys and girls ages 6 to 19.

Although 4-H began as a school-based, farm-related program, during the last 25 years it has broadened its curricula and audience. It now provides a variety of opportunities for boys and girls with different backgrounds and interests.

4-H is the largest youth organization outside public school systems. During 1988, more than 189,000 youths ages 6 to 19 participated in North Carolina 4-H programs. They were guided by more than 25,000 volunteers and 120 4-H agents. More than 4.5 million youths and 600,000 volunteers in the United States participated in 4-H during 1988, and some 82 countries have programs like 4-H.

Funding for 4-H is provided through an agreement between federal, state, and local governments. In addition, for every one tax dollar provided to 4-H, private contributions provide another six dollars.

For more information on 4-H, refer to "The 4-H Mission in North Carolina" (appendix A) and "4-H Is" (appendix B).

The Need for Career Education

4-H enjoys a long, proud, and successful history. As it has in the past, 4-H is helping young people meet the challenges of the day. Today 4-H is helping them develop skills in preparing for, seeking, finding, and maintaining successful careers. Americans face a problem of major economic proportions: With a school drop out rate around 30 percent, how do we maintain a strong and competitive position in a global society? Jobs are becoming more complex, and many workers enter the job market unprepared to meet employers' needs.

In 1987, Dr. Donald Stormer, former deputy administrator of 4-H, told North Carolina 4-H agents that some 700,000 students in the United States drop out of school each year. Another 300,000 youths are chronically truant. Dropouts earn less, have less control over their lives, and are more likely to be involved in crime than those who complete high school, he said.

The high cost of welfare and unemployment benefits, the reduced tax base, costly employee training, lost time, and low productivity associated with youths who drop out of school aggravate the problem. The loss in tax revenue alone is estimated to be more than $77 billion a year.

In addition, some people question whether tomorrow's workers will be prepared for tomorrow's job market. Future workers will need to have better speaking and writing skills. Fewer than one in four new employees are expected to function at the needed levels. Without proper skills, these people may not be able to find jobs, or they may only be able to find work in low wage jobs. Unless the school drop out rate decreases and tomorrow's workers get the training and skills they need to get good jobs, the future of America will indeed be bleak. Many of the attributes that make America a strong, competitive economic power will be jeopardized.

An Approach to the Problem

According to a 1988 report by the William T. Grant Foundation Commission on Work, Family, and Citizenship, "by age 29, more than 86 percent of our young people have earned a high school diploma or GED" [general education diploma]. However, there is still a loss of more than 11 years of productivity. Furthermore, these people are only qualified for jobs available to youths who have just graduated high school. Employers may tend to hire younger people, who have more years to work and may be willing to work for lower wages.

Even though 82 percent of young people eventually receive high school diplomas or GEDs, steps must be taken to help young people stay in school until they graduate. They must be equipped with knowledge and skills to help them make two major decisions after high school. First, young people must decide whether to continue their education, and, if so, in what area and for how long. Second, young people who decide not to continue their education must be able to find satisfying jobs. About one-half of all high school students do not attend college or receive any additional academic training. When the estimated 20 million young people graduate from high school, they suddenly find themselves looking for jobs. For many of these young people "school ends one day and the search for a job—any job, not a career—begins the next," the Grant Foundation report says. Before high school students graduate, they need to learn decision-making and career exploration skills.

Programs must be designed to help both college-bound and non-college-bound students prepare for the world of work and for enjoyable and exciting careers. Successful programs that prepare young people for the world of work link schools and the business community. They can give young people knowledge of work and knowledge of themselves, as well as experience they need to find career pathways for themselves. Programs must be established that will allow school students to visit and interact with professionals in the world of work. Relationships must be established between youths and adults. These relationships must be constructive and conducive to helping young people prepare for careers.

Both the public and private sectors must get involved. Together, they must provide young people the skills and knowledge employers want. Most employers look for employees who are sociable, willing to work, able to take initiative and think independently, able to communicate effectively, and have strong moral characters and work ethics.

Therefore, programs designed to help youths prepare for careers must build partnerships between the public and private sectors, must be respected by the school administration and the business community, must have curricula available to provide the knowledge and skills youths need to get good jobs, and must be received positively by young people. The North Carolina 4-H program meets all these criteria. It has established an educational program to teach teens career exploration skills. 4-H has over 80 years of success in providing experiential, hands-on educational programs for young people. It is highly respected by school systems and by the private sector. The 4-H career curriculum is also research-based and proven effective in teaching important skills to young people.

North Carolina 4-H CareerSmarts Program

The North Carolina 4-H CareerSmarts Program is designed to unite the public and private sectors to provide career education for young people. This handbook and the accompanying handbooks for 4-H agents and proteges explain the program and outline practical ways to conduct a mentoring program. Specific objectives of CareerSmarts are:

1. To help young people identify their career objectives.
2. To help youths understand how the working world is organized.
3. To help youths learn about ways of preparing for careers.
4. To teach youths about the advantages of getting a high school diploma and the disadvantages of quitting school.
5. To educate youths about the relationship between life styles and careers.
6. To help youths get the tools and skills necessary to find, get, and keep jobs.
7. To help youths develop good work attitudes.

CareerSmarts consists of three phases. Phase one is conducted during school. The curriculum consists of 10 pre-employment booklets and a teacher's guide. Participants learn about the working world, how to seek and obtain employment, and how to keep jobs. They also learn about training necessary for specific careers. In phase two of CareerSmarts, participants take part in an activity that acquaints them with the world of work. They learn about economics and the correlation of careers with standards of living. Tours allow participants to meet "real" people in the work environment and learn more about careers of interest.

Participants also develop career exploration plans that outline their future goals for education, careers, or both. On the last day of phase two, a relationship is developed between each participant and members of the working community. This relationship is known as the mentoring relationship.

The Mentoring Relationship

The relationship established at the end of phase two begins phase three of 4-H CareerSmarts. Phase three of CareerSmarts is designed to allow youth participants an opportunity to spend a minimum of 16 hours with an adult in the business community.

Mentorship Objectives

To ensure a quality working relationship between the youth and mentor, objectives have been established for the overall relationship, for the protege, and for the mentor. These objectives are listed below.

General Objectives

1. Help teen-agers apply career development knowledge learned in the classroom or club and career and economics seminar.
2. Give young people a chance to gain practical knowledge to help them mold their own careers.
3. Provide teens with the encouragement and support of knowledgeable adult mentors.
4. Expose youths to practical aspects of the business world.
5. Give youths sources of career development information.
6. Involve youths in a record-keeping process.

Objectives for Proteges

1. Each protege will keep a journal of news releases, special experiences, and thoughts about the career exploration process.
2. Youths will use agendas from phase two to learn about career opportunities, business structures, and day-to-day business decisions.
3. Youths will ask mentors about education, part-time jobs, and extracurricular activities that will help them achieve their career goals.
4. Youths will learn more about career development and specific careers.
5. Youths will gain insight into the employer's and manager's perspective.

Objectives for Mentors

1. Mentors will contribute to the community by offering leadership to potential employees.
2. Mentors will gain insight into youth issues and their implications.
3. Mentors will contribute to the development of potential employees for their organizations or for other employers.
4. Mentors will help youths gain knowledge and skills needed for successful careers.
5. Mentors will help young people focus on subjects to study in high school and later, to help them achieve their goals.

These objectives are designed to help you develop an effective relationship with your protege. Discuss these objectives during your first meeting with the protege. At the end of the mentoring program, you and the protege will be asked to complete an evaluation. A clear understanding of the objectives will help provide the proper learning opportunities for the protege and will ensure constructive criticism during the evaluation. The evaluation is vital to improving future career educational programs.

Historical Perspective

Mentoring is not a new concept. Mentoring dates back to the Neolithic age and may have been used earlier. In its earliest form, mentoring involved an experienced person demonstrating to a less experienced person how to perform a certain task, such as hunting or making a shelter. The term *mentor* has a Greek root that means "steadfast and enduring." There is strong evidence that Homer's use of the character Mentor in *The Odyssey* influenced the term's meaning. In the epic poem, Mentor is a friend whom Odysseus entrusts with the guidance and education of his son, Telemachus. Ever since, *mentor* has referred to a wise teacher and guide, philosopher, and friend. However, it has only been within the last 10 or 15 years that mentoring has been seen as an effective training and teaching strategy.

Mentor Defined

The term *mentor* means different things to different people. However, there are common elements in their definitions. First, the mentor is an older, more experienced individual who supports someone younger, with less experience. Second, the mentor provides a variety of information, guidance, encouragement, and helping activities. Third, the protege sees the mentor as someone with strong values. Fourth, the support and help provided by a mentor goes beyond just teaching and supervision. Finally, a mentor is a friend and strong ally who supports the protege in career education.

A mentor is not necessarily a role model. A role model is expected to shape someone in his or her own image. The role model is a person who says, "Be like me rather than be yourself." The mentor says, "Be yourself, and let me help you grow and develop a career of your choice."

Mentor's Responsibilities

You may be wondering what your specific responsibilities as a mentor are. Certainly, the safety and welfare of the young person are of primary importance. There are several other responsibilities you will have as a mentor.

Your first responsibility is to attend the mentor training sponsored by the 4-H program. During the training you will receive more information that will be beneficial throughout the mentoring process. Also, important issues regarding liability and health of proteges will be discussed. Therefore, you must attend the mentor training.

You'll also need to meet with the protege to develop a schedule of meetings and activities. The Career-Smarts coordinator will notify you about your first meeting with the protege. Try to meet with the protege regularly. You should meet at least once a week, for a minimum of 16 hours over the course of the program. Work with the protege to set short- and long-term goals. Encourage him or her to complete high school and advanced training if desired, to explore career options, to meet other adults, and to get to know other

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employees. Help the protege develop communications and interpersonal skills, and take an active interest in his or her day-to-day activities. Spend as much time with the protege as possible.

During the first meeting or as soon as possible, you and the protege should set mutual standards and ground rules for meetings, events, and activities. Talk about appropriate dress and office manners. Discuss what to do if you or the protege must cancel or arrive late for the appointment. You should also talk about mutual responsibilities and expectations.

The mentor should make the meetings interesting and important. Be sure to balance constructive criticism with positive reinforcement. Challenge and encourage the protege to achieve his or her goals.

In general, you should be available and supportive, and you should establish an environment of negotiation and reciprocity. Listen with care and empathy. Try to hear how the protege feels and why he or she feels that way. Try to hear what the protege is saying. Focus on his or her future and acknowledge his or her uniqueness. Be supportive rather than critical. And always remember the primary purpose of the 4-H CareerSmarts Mentoring Program: to help the youth develop and pursue a career of interest.

Roles of Mentors

In addition to the various responsibilities identified above, you also may act as a teacher, counselor, recognizer, coach, guide, supporter, protector, sponsor, encourager, leader, developer, opener of doors, listener, critic, and sounding board for your protege.

To help you in these various roles, you may need to get support and resources from your community. There are many books, articles, and local resources to help you during the mentoring process. School counselors and other educators are excellent resources. The CareerSmarts coordinator and your local planning committee can help you find other resources. The following section should also help you work with the protege.

Developmental Characteristics of Youths (12 to 19 Age Group)

Although you may have some experience working with teen-agers, you should review their developmental characteristics and the implications for learning experiences. These implications should help you plan appropriate learning experiences for your protege.

The following developmental characteristics were identified by Ann Y. Frazier, a 4-H specialist at North Carolina Sate University. These materials are used extensively by 4-H volunteers and 4-H agents who work with teen-agers.

Developmental Characteristics 12 to 14 Age Group

Characteristic	Implications for 4-H Learning Experiences
Are concerned about physical development, being liked by friends, social graces, and good grooming (even though they do not like to admit it).	Encourage them to participate in experiences in which they learn to understand themselves and to get along with others.
Desire a sense of independence, yet want and need their parents' help.	Encourage them to work with adults and older teens to complete learning experiences and apprenticeships.
Are self-conscious, with many needing help to get over inferiority complexes.	Concentrate on developing individual skills.
Like fan clubs; many have teen idols.	Encourage them to work with or serve as apprentices to older teens and adults.
Want to get outside of their own communities to explore.	Provide them with learning experiences outside of the community.

Are getting over the age of fantasy and beginning to think of what they will do when they grow up, but are often unclear about needs and values.	Relate leadership skills to their career choices.
Are interested in activities involving boys and girls.	Offer them learning experiences involving boys and girls.
Are interested in sports and active games.	Offer active, fun learning experiences.
Are ready for in-depth, longer learning experiences.	Encourage them to explore, in more depth, leadership roles; encourage them to keep more detailed records of leadership experiences.

Developmental Characteristics 15 to 19 Age Group

Social needs and desires are important to them.	Emphasize leadership skills that relate to social development.
Want and need a strong voice in planning their own programs.	Allow them to plan programs with the guidance and support of adult helpers.
Want adult leadership roles.	Encourage them to work with adult leaders.
Are quite interested in co-educational activities.	Develop co-educational learning experiences.
Have areas of interest that are more consistent; their patterns of interest are becoming more definite.	Encourage them to study in depth leadership roles and skills.
Often need guidelines in selecting careers.	Help them apply leadership skills to career exploration, especially decision making.

Are developing community consciousness.	Develop learning activities involving the community.
Are beginning to think of leaving home for college, employment, marriage, etc.	Emphasize the application of leadership skills to being on your own.
Many will leave their communities for employment, and many who go to college will not return to their present communities after graduation.	Stress application of 4-H leadership skills to real-life situations.

Dos and Don'ts of Mentoring

One of the most important elements of the mentoring relationship is for the mentor and protege to be realistic about the scope of one-on-one interaction. Although the mentor should encourage communication and trust, the mentor should maintain enough distance to ensure objectivity and to prevent the relationship from becoming all-encompassing. The mentor should help the protege realize that, by limiting the relationship, the mentor is not rejecting the protege but trying to provide proper guidance. The following dos and don'ts for mentors working with young people are adapted from the Career Beginnings program guide for mentors.

Dos

- Meet with the protege outside the school environment
- Offer advice, support, and encouragement
- Help the protege with career and education decisions
- Encourage the protege to finish high school
- Meet the parents during the relationship (if possible and feasible)
- Contact the CareerSmarts coordinator if necessary and if a change in the relationship needs to be made
- Be yourself around the protege
- Allow yourself and the protege to make mistakes and to learn from them

- Express displeasure or disappointment with the protege if such a reaction is justified

Don'ts

- Become an addition to the protege's family
- Serve as a surrogate parent to the protege
- Participate in social activities with the protege's family (unless during a CareerSmarts-sanctioned activity)
- Become financially or emotionally responsible to the protege or the protege's family
- Find jobs for the protege's parents
- Make financial loans to the protege or the protege's family members
- Transport protege's family members to meetings, appointments, etc.
- Serve as a role model instead of a mentor
- Foster overdependence
- Try to appear perfect or all-knowing
- Present a false image to protege
- Pretend to be someone you are not

Although these dos and don'ts may seem like common sense, keep them in mind throughout the mentoring process. The mentor is to be a friend and guide for the protege. However, the protege must become responsible for his or her own future and ultimately take control of his or her career plans.

Hints for Being an Effective Mentor

As stated earlier, the 4-H CareerSmarts coordinator will inform you of the first meeting between you and your protege. This section will help you prepare for that very important meeting and subsequent meetings.

During the first meeting, you and the protege may be a little nervous. Therefore, some general conversation may reduce the tension. Talk about such things as personal interests and background, favorite classes in school, hobbies, involvement in school groups and community activities, and favorite foods, music, and books.

After spending a little time getting to know one another, focus on setting expectations for the mentoring relationship. Determine the times, dates, location, and length of future visits. Talk about the type of dress and manners appropriate for the work place. Also discuss what to do if you or the protege must cancel or be late for a meeting.

The protege should record all pertinent information. The protege also will be asked to write a short narrative about your meetings. It may be difficult to cover all of these topics during the first meeting. However, items necessary to structure meeting times and location should be completed. Soon after the first meeting, you and the protege should review the objectives of the 4-H CareerSmarts Program. This would also be a good time to discuss the career exploration plan developed by the protege. If the protege does not have a plan, spend some time establishing one that includes short- and long-term goals. The objectives and plan will serve as a focal point for the activities and learning experiences during the 16-hour mentoring relationship. If more time is needed, contact the CareerSmarts coordinator and work with the protege to structure the amount of time necessary.

Once you start meeting with the young person at your place of work, you should establish a few other ground rules. The protege will need to understand your check-in procedure and where he or she may or may not go in the work area. Have the protege meet other employees, if possible, and learn the formal and informal systems.

As the relationship develops and there is more trust between you and the protege, you may be able to discuss sensitive issues with the young person. Issues such as language, manners, dress, body odor, and other personal matters that could hinder the young person's opportunities in the working world should be addressed. During these sensitive issue discussions, make every effort to help the protege feel as comfortable as possible. These issues should also be discussed in a private, informal setting. Be as constructive as possible. Finally, these issues should only be covered when you are certain they will be helpful and not devastating to the youth.

After a few meetings, you may be able to observe the body language of the protege to get an idea of the quality of the interaction. Facial expressions, eye contact, gesture, body movement and posture, tone of voice, use of personal and public spaces, dress, appearance, and hygiene can send signals that can help improve the mentoring relationship. Be sensitive to the protege's body language and use it to strengthen the learning experience.

You should also let your co-workers know about the program and the protege. Introduce the protege to other members of the organization. Also, clarify organizational standards, codes of conduct, and other important issues. Discuss why things are done as they are, what your supervisors expect of you, how your performance is rated, and any other matters you think are important.

While doing your job, allow the protege to participate as much as possible. Avoid pushing the protege off to someone else just because you are too busy. Although this may be absolutely necessary at times, it will damage the relationship if it happens often. If you must travel with the protege, be sure to notify his or her parents or guardians and the 4-H CareerSmarts coordinator.

You and the protege also are encouraged to share as much personal information as possible. This exchange will allow you to help the student apply the learning to his or her personal needs and interests. It also will build a supportive atmosphere. However, be cautious in your personal interaction with the protege. Remember the don'ts discussed earlier.

Finally, be sure to discuss these major categories:

- What you do
- What your work is like
- The future of your job
- Preparing for and entering a job
- How your work feels
- How work affects your personal life

Although the young person you work with may not move into your type of career, the protege will be placed with you because of his or her interest in your type of work. Before your meeting with the protege, take some time to write down some thoughts concerning these major topics. The protege's handbook instructs the protege to address these topics with you. Giving some thought to these issues before your meeting may help the meeting run smoothly and may ensure that all pertinent information is covered.

Other Items of Interest

This handbook is designed to help you have a rewarding and successful mentoring relationship with your protege. Additional materials are provided in the appendixes for your use in the mentoring program. Some sections are designed for record keeping, some will be used by the 4-H CareerSmarts coordinator, and others are for information only.

Other items you need to make sure you have addressed with the 4-H CareerSmarts coordinator are:

- How to handle discipline problems
- How to terminate the mentoring relationship
- Liability
- Health insurance
- Medical treatment (if necessary)
- Any other issue not addressed during training or in this handbook

Although the program is designed to help young people, every effort is made to protect mentors. Please do not hesitate to talk with your 4-H CareerSmarts coordinator about any issue.

Conclusion

Again, thank you for volunteering for the 4-H CareerSmarts Mentoring Program. Your contribution of time, energy, resources, expertise, and leadership will be very valuable in helping a young person make a smoother transition from school to the world of work. As a result, the young person will be better prepared to seek and secure a meaningful career. This preparation will ensure a strong, competitive, and economically sound America.

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Appendix A
The 4-H Mission in North Carolina

The goal of 4-H is to assist youths and adults in becoming competent, coping, and contributing members of a global society by developing essential life skills through planned learn-by-doing experiences.

4-H is a human development program of the North Carolina Cooperative Extension Service involving youths and adults. 4-H is:

- Community-based and locally determined
- Primarily group-focused and family-oriented
- Volunteer operated
- Coordinated by professional staff

4-H uses the university knowledge base as a means of facilitating the design, development, and delivery of experiential youth education programs.

- 4-H emphasizes subject-matter related projects and activities and networking the resources of extension land-grant universities, other universities, and youth-serving agencies.
- 4-H structures the learning environment using knowledge from the social and behavioral sciences and the humanities to promote the acquisition of life skills.
- The mix of subject-matter and educational methods in the presence of a democratic environment provides the vehicle for the human development process.

4-H is operated by volunteers under the guidance of Extension professionals. A necessary corollary of the youth development goal is the development of volunteers as individuals and leaders in the 4-H program.

- Volunteers structure group learning experiences for youths using the social and behavioral sciences.
- Volunteers render services in support of 4-H'ers, other volunteers, and the 4-H program in general.
- Extension professionals teach volunteers to use subject matter, educational methods, and the

democratic process to achieve human development objectives.

Private resources, both human and material, are used to enrich the learning experiences of youths and adults. 4-H is publicly supported by county, state, and federal governments.

Appendix B
4-H Is ...

For Youths...

an informal, practical, learn-by-doing educational program for youths. It is dedicated to the growth and development of boys and girls ages 6 to 19, of all cultural, economic, and social backgrounds, whether they live in the city or on the farm.

For Adults...

an opportunity for parents and other adults to become leaders and to provide learning experience for 4-H'ers. In so doing, they find satisfaction and self-fulfillment through giving of themselves to others. Adults from all walks of life are involved: young and old, professionals and tradesmen, housewives and career women, politicians and civic leaders.

Involvement...

4-H focuses on the individual but provides for both individual and group involvement. 4-H'ers may work individually on a project, join a club, attend a single workshop or a series of special interest classes, be a teen leader, watch 4-H programs on television, go to camp, become delegates to state and national conferences, or visit foreign countries. As 4-H'ers, boys and girls may spend as little as a few hours or days to reach a goal. Other goals they set for themselves may take many years to achieve.

Adults benefit from training sessions and leaders' association meetings at the county, district, state, regional, and national levels. They help boys and girls on a one-to-one basis, serve as club leaders, become teachers in workshops, transport 4-H'ers to special activities, raise or donate funds, provide other program resources, recruit and train other adults, and emerge as community leaders.

Variety...

What a young person may learn in 4-H varies greatly. Wise consumerism, career exploration, and production and management acquaint 4-H'ers with the rapidly changing fields of agriculture and home economics. Other areas such as community action, model rocketry, environmental awareness, leisure education, automotive, bike and fire safety, and horsemanship point out the variety of educational experiences available through 4-H.

The involvement of adults is as varied as that of 4-H'ers. Adults volunteer to do what they do best: take a group of kids fishing, show how to do a favorite craft, talk to other leaders about the 4-H program, become president of the leaders' association, learn new skills at a leader training workshop, or simply open their homes for 4-H club meetings.

A Program With Objectives...

People need to interact successfully with the world in which they live. They should develop life styles appropriate to the changing times. Complex interpersonal relationships and social responsibilities require clarification of individual and social values. Technological advances and even simple daily activities demand the ability of decision making and a healthy outlook on life.

The North Carolina 4-H program, therefore, seeks to teach the following life skills:

- Becoming self-reliant
- Learning how to learn and use knowledge
- Relating to change
- Helping and sharing with others

A Program With Tradition...

4-H MOTTO:

"To Make The Best Better"

4-H PLEDGE:

"I pledge
My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living,
for my club, my community, my country, and my world."

How 4-H Operates Today

4-H operates by involving the 4-H member, the family, and the community in a cooperative effort. It is supported by national, state, and local interests working together for the betterment of young people.

4-H is an integral part of the United States Department of Agriculture and the land-grant university system in each state. In North Carolina, the North Carolina Cooperative Extension Service, with headquarters on the campuses of North Carolina State University and A & T State University, provides a professional leadership base for the 4-H program. In each county, extension staffs—professionals and paraprofessionals—and adult and teen volunteers carry out the program.

The positive working relationship between the North Carolina Cooperative Extension Service, state and local governments, and the United States Department of Agriculture provides the resources for an innovative, educational program with a broad-based curriculum. Moreover, because all of these organizations and agencies are structured to be responsive to the needs and interests of people at the local level, the relevance of the 4-H program is made certain.

The affiliation of 4-H with North Carolina State University and A & T State University is one of its greatest strengths. The knowledge base supplied through the universities is reflected in the subject-matter content that is the basis for the 4-H educational program. Extension professionals, specialists, and county agents are members of the faculties of these universities. The county faculties serve to recruit, train, and support the hundreds of dedicated volunteers involved in the program.

It would be impossible to carry out the North Carolina 4-H program without volunteers. These volunteer leaders give extensive time, talents, and personal resources to support 4-H. They provide healthy adult-youth relationships, teach skills, and supervise and encourage youths. These leaders, who extend the resources of the universities to the local people, have become the real strength of the 4-H program.

Extensive family involvement is another strength of 4-H. 4-H helps youths to improve family and home life by encouraging family-oriented learning experiences that can lead to closer parent-child relationships. Since parents are the most important influence in youth development, parent cooperation and participation in the 4-H program are given high priority.

4-H enjoys extensive support in the form of money, personnel, and materials from the private sector. These resources supplied by business and industry leaders attest that 4-H is a valuable educational program for America's youths. Major resources at the national level are secured and coordinated by the National 4-H Council; at the state level, by the North Carolina 4-H Development Fund; and by similar groups at the county level.

Appendix C
Applications for Mentoring

To understand what mentoring is, you need to know more about ways it is used.

Mentoring has been helpful in training teachers. Younger, less experienced teachers benefit greatly from older, more experienced teachers. And mentoring doesn't cost school systems very much.

Mentoring also works in industries, organizations, and businesses. It can lead an inexperienced employee to career success. Mentoring can be formal or informal. But mentoring is usually more successful when it is directed by an organization. As it is in teacher education, mentoring is a good way to provide training to younger, less experienced employees without spending a lot of money. The mentors also benefit. They are recognized for their work and feel they are valuable to their employers.

There is proof that mentoring works in the Cooperative Extension Service, which sponsors 4-H. Experienced extension agents have been valuable mentors to new agents, especially those with less than one year experience. Several North Carolina extension administrators are experimenting with mentoring. Early reports have shown success with new 4-H agents.

Mentoring has been particularly helpful to women. Women move up the career ladder quickly when mentored. They get the training, information, and support they need to start their careers right.

Another way mentoring is used is in schools and colleges. Students get help to improve their academic scores and increase their chances of graduation and of promising futures. Faculty, staff, and students serve as mentors.

Mentoring has always played an important role in adult career development. More recently, it has been used to help young people plan for their careers and to succeed in school.

4-H CareerSmarts is concerned with the mentoring relationships between the work community and students. 4-H CareerSmarts lets high school students learn from mentors in the work world.

Many teachers know the need to involve businesses. Mentors from private industry, governmental agencies, colleges and universities, and community organizations help students learn what it's really like to work.

Appendix D
Benefits of Mentoring

The mentoring process has been successful in many situations. One reason is that everyone involved benefits from it.

Proteges generally get better grades, go to school or work more often, are less likely to drop out of school, and have better job opportunities than peers who do not participate in mentoring programs. They also have better attitudes, demonstrate better study habits, gain knowledge about themselves and the working world, and improve their communication skills. Mentoring also helps youths get and keep their first jobs, fosters long-term motivation for career advancement, is good for youths facing unusual barriers of employment and advancement, and helps minorities. Teen-agers who receive support from mentors are more likely to finish high school and to hold jobs.

New employees also benefit from mentoring. They move up in their jobs, have more control of the work environment, and have support systems. They also have fewer work problems, are more self-reliant, and have fewer career setbacks than new workers without mentors.

The mentor and the organization also benefit from the mentoring process. Mentors receive recognition and increased visibility, improve their knowledge and skills, and increase teamwork opportunities in their work settings. Also, mentors who work with young people help create better employees for the future. They also address an important need in the community.

Organizations benefit because mentoring helps them get better employees, passes on the organizations' culture, and increases company loyalty.

Appendix E
Characteristics of Mentors

One of the most important characteristics for any mentor in the 4-H CareerSmarts Program is a genuine belief in the potential of young people. This belief should be demonstrated by a willingness to invest time and energy in working with young people. The mentor must be committed and interested in the growth and development of young people.

The mentor must also have good interpersonal and communication skills. The mentor should be able to relax around young people and be effective in communicating pertinent information to the protege. The mentor should be able to address points without becoming overly aggressive or judgmental. The role of the mentor is to help the young person grow and develop a career of interest, not to shape the young person into the mentor's image. This may involve allowing the protege to make mistakes and to learn from the mistakes.

Certainly, mentors must have expertise, technical knowledge, and some measure of experience, skill, advancement, recognition, or achievement in their own occupations or careers. This enables mentors to address specific questions regarding their careers and to address questions of a general nature. Successful mentors also should feel confident about their own styles of interaction and work. This level of confidence will enhance the communication between the mentor and protege.

Mentors must also provide safe environments for learning. The mentor also should be a good model both personally and professionally. He or she should lead by example and set high ethical standards. The mentor should also establish high expectations for self and others, and he or she should communicate these standards to the protege.

Finally, mentors must be unselfish, honest, patient, reliable, caring, compassionate, loving, and enthusiastic. They also should have a sense of humor. Young people must be motivated to be their best. Mentors will need to be creative and optimistic to help youths overcome many obstacles. Mentors may need to communicate with parents and teachers during the mentoring process. There may be opportunities for the mentor to serve as a reference or ambassador for the protege. The mentor will need to be considered a friend by the protege while maintaining a professional, mature image.

Appendix F
Protege's Identification Form*

Name ______________________________

Address ______________________________

____

Telephone number ______________________

Name of school ______________________

School address ______________________

____

Telephone number ______________________

School contact person for 4-H CareerSmarts

____

(This person could be a career counselor or teacher working with career education.)

Parent's or guardian's name ______________

Address ______________________________

____

School telephone number ________________

Work numbers: father and/or mother ________

Person to contact in emergency ____________

Address ______________________________

____

Telephone number ______________________

* This information should be shared with mentor during the first or second meeting.

Appendix G
Protege's Mentor and 4-H Coordinator Information

Name of mentor ______________________________

Business address ______________________________

____

Street address of business (If above address is post office box)

____

Person to call if you will be late or must cancel a meeting ______________________________

Telephone number ______________________________

4-H CareerSmarts coordinator ______________________________

Address ______________________________

____

Street address (if above address is post office box) ______________________________

____

Telephone ______________________________

Protege Training Meeting:
Date ______________________________

Time ______________________________

Place ______________________________
(Contact 4-H CareerSmarts coordinator for this information.)

Appendix H
Mentor/Agent Memorandum of Agreement

4-H Agent's Responsibility

_______________________ has agreed to serve as a mentor in the 4-H CareerSmarts program. The North Carolina Cooperative Extension Service will help by:

1. working with mentor and participant selection committee in pairing mentors and youths.
2. assisting 4-H CareerSmarts Committee in monitoring mentor and protege relationships.
3. responding immediately to calls, questions, and concerns from mentors.
4. working with mentors to improve unsatisfactory relationships or, if necessary, to end the relationships.

____
(signature)

____
(date)

Mentor's Responsibility

I have read and I understand the 4-H mentor's handbook. I realize I am volunteering my time to assist a young person with his or her personal career exploration process. I agree to:

1. meet with my protege for a minimum of one hour a week.
2. conduct this relationship formally for up to four months.
3. immediately call the county CareerSmarts coordinator if any problem arises affecting my relationship with my protege. That coordinator is _______________________ and he or she can be reached at _______________.
4. accept responsibility for my designated protege when he or she is at a scheduled meeting with me.
5. complete the provided evaluation form and return it to the county 4-H CareerSmarts coordinator.

____
(signature)

____
(date)

Appendix I
Agent/Youth Memorandum of Agreement

Agent's Responsibility

________________________ has agreed to enter into a mentor/youth relationship with an adult mentor to be selected by the 4-H CareerSmarts Committee. The North Carolina Cooperative Extension Service will:

1. match the youth with mentor in a field in which the youth has expressed an interest.
2. work with any youth who is unhappy with his or her designated mentor to improve the relationship.
3. respond immediately to questions or concerns from youth.
4. monitor the youth's feelings about the mentoring experience.

____

(signature)

____

(date)

Youth's Responsibility

I have agreed to participate in the 4-H CareerSmarts Mentoring Program. I realize this is an important responsibility and that I will be under the supervision of an adult volunteer (mentor) for at least one hour a week for up to four months. I realize I was selected for this program because of my interest in career education, and I agree to:

1. work with my mentor in scheduling appointments, meetings, and other activities involving mentor's time.
2. arrive promptly at all meetings and activities scheduled with my mentor.
3. notify my mentor as soon as possible if I must cancel an appointment.
4. follow my mentor's instructions during entire time I am participating in a mentoring activity.
5. notify the county 4-H CareerSmarts coordinator if I am unhappy or have problems with my mentor. The coordinator is ____________________ and can be reached at________________.

6. write a report each week describing my thoughts and feelings about this program.
7. make arrangements for transportation to and from meetings and activities with mentor.

____
(signature)

____
(date)

____
(parent's signature)

____
(date)

Appendix J
4-H Code of Conduct Agreement*

Mentor's name ______________________________

Protege's name ______________________________

Protege's address ______________________________

____

Telephone number ______________________________

I, ______________________________, understand the rules for participating in the 4-H CareerSmarts Mentoring Program. I agree to:

1. participate fully in the program.
2. be responsible for my own behavior and uphold high standards.
3. abide by the rules of the mentor's work place and other places of mentoring activities.
4. support the program coordinator's and adult mentor's leadership of my activities.
5. refrain from using alcoholic beverages, illegal drugs, offensive behavior, and abusive language while participating in the program.

____
(protege's signature)

____
(date)

Concurrence by parent or guardian:

I understand the above agreement and will support my son or daughter, the group coordinator, and adult advisors in carrying it out.

____
(parent's or guardian's signature)

____
(date)

---

* The 4-H CareerSmarts coordinator and the mentor should keep copies of this form.

Appendix K
Health Consent Form for Emergency Treatment

Name of participant ______________________________
Age _____ Sex _____
Home address ______________________________
(box number and street)
____
(city) (state) (zip)
INSURANCE: Complete if not using 4-H insurance policy.
Company ______________________________
Policy number ____________________
In case of emergency notify: Name ____________________
Telephone number ____________________
Relationship to above: Parent ___ Guardian ___
Alternate contact in emergency: Name ____________________
Telephone number ____________________
Family physician or clinic ____________________
Telephone number ____________________

For health and safety reasons, every person attending this program must complete and submit a health form to the program coordinator. Please read and answer the following questions. Any "yes" response will require an explanation.

1. Respiratory problems (asthma, spitting blood, tuberculosis, etc.)? Yes __ No __ Explain:

2. Heart disease (high or low blood pressure, shortness of breath, heart murmur, chest pain, rheumatic fever, etc.)? Yes __ No __ Explain:

3. Stomach or intestinal problems (ulcers, jaundice, hernia, colitis, indigestion, etc.)? Yes __ No __ Explain:

4. Kidney, gall bladder, or liver disease? Yes __ No __ Explain:

5. Diabetes or hypoglycemia (low blood sugar)? Yes __ No __ Explain:

6. Muscular or skeletal problems (arthritis, hernia, recent fractures, etc.)? Yes __ No __ Explain:

7. Eye, ear, nose, or throat problems (hay fever, ear infections, impaired sight or hearing)? Yes __ No __ Explain:

8. Skin disease? Yes __ No __ Explain:

9. Nervous disorder (convulsions, epilepsy, dizziness, etc.)? Yes __ No __ Explain:

10. Emotional or mental disorder (frequent anxiety, excessive fears, etc.)? Yes __ No __ Explain:

11. Any surgical operations, accidents, or injuries that have required hospitalization in the past two years? Yes __ No__ Explain:

12. Any recent exposure to a contagious disease? Yes __ No __ Explain:

13. Any allergies? Yes __ No __ Explain:

14. Are you currently under a doctor's care? Yes __ No __ Explain:

15. Are you currently taking medication? Yes __ No __ Explain:

16. Date of last tetanus shot ______________________
17. Any special dietary needs? Yes __ No __ Explain:

18. Any limiting physical conditions? Yes __ No __ Explain:

I am of the opinion that ______________ can participate in 4-H CareerSmarts Program. I further declare that he or she has no physical, mental, or communicable conditions that will interfere with participation in this program. I consider his or her health to be __ poor; __ fair; __ good.

In case a medical emergency arises while my son or daughter is participating in the program, I give my permission for physicians to perform needed treatment.

____
(parent's or guardian's signature)

____
(date)

The emergency contact listed above will be informed as soon as possible should emergency treatment be required.

Appendix L
STATE OF NORTH CAROLINA
Executive Order Number 48

James B. Hunt Jr.
Governor

Executive Order Number 48

WHEREAS, volunteers have dramatically increased and strengthened the ability of government agencies to carry out their programs, services, and activities for the benefit of their fellow citizens; and

WHEREAS, the practice of volunteering enables private citizens to enrich their lives and lives of others through greater citizen awareness of personal involvement in state government programs, services, and activities.

NOW, THEREFORE, IT IS HEREBY ORDERED:

Section 1. I hereby declare the policy of the State of North Carolina to be that every citizen, regardless of his or her present economic condition, political affiliation, religious affiliation, race, sex or age, has the opportunity to be a volunteer in state service. Every state agency is encouraged to involve volunteers to enrich and increase the agency's ability to deliver services, programs and activities for the citizens of this State.

Section 2. The following definitions are applicable to this Order:

(a) "Agency" means any department, institution, commission, committee, board, division or bureau of the State of North Carolina:

(b) "Volunteer" means any person who provides goods or services to any state agency of his or her own free will and for no financial gain.

Section 3. Each state agency is hereby authorized and encouraged to recruit, train and accept the services of qualified volunteers to assist in programs carried out or administered by the state agency or constituent unit thereof for the benefit of the people of this State. While volunteering for service to state agencies, volunteers shall be exempt from the provisions of the State Personnel Act and other provisions of law and regulations governing grievance procedures for state employees. Volunteers shall comply with the appropriate agency rules, regulations and policies pertaining to conduct, record keeping, and any other policy necessary for the operating efficiency of the state agency.

Section 4. Each state agency is encouraged to develop policies for the administration of services by volunteers. Such policies should include rules governing the recruitment, screening, training, enrollment, responsibilities and supervision of volunteers; documentation of volunteer activities; recognition of volunteers, contributions and services; performance evaluations of volunteers and the services rendered; and the development of an appreciation between paid staff and volunteers of their respective roles in fulfilling agency objectives.

Section 5. Each state agency shall recognize documented volunteer service as partial fulfillment of training and experience requirements for state employment, pursuant to policies adopted by the State Personnel Commission. To that end, agencies are encouraged to provide letters of documented volunteer service when requested by a volunteer.

Section 6. Volunteers enrolled in service to state agencies are recognized to be covered under Articles 31 and 31A of Chapter 143 of the General Statutes, governing Tort Claims Against State Departments and Agencies, and the Defense of State Employees. Volunteers enrolled in service to state agencies are not entitled to benefits under Chapter 97 of the General Statutes, the Worker's Compensation Act.

Section 7. This Order is effective immediately. It shall remain in effect until rescinded by Order of the Governor or preempted by legislative action. Done in Raleigh, North Carolina, this the 21st day of April, 1980.

James B. Hunt Jr.

Governor of North Carolina

Appendix M
Mentor Evaluation

Please answer the following questions. Your answers will help the CareerSmarts coordinator and sponsors improve future CareerSmarts programs. You may wish to sign your name, or you may complete the evaluation anonymously. Thank you for your assistance with the 4-H CareerSmarts program.

1. How would you rate the program in achieving the following objectives? (Circle your answer.)
   Excellent Good Fair Poor

- Help teen-agers apply the theory of career development learned in the classroom or club and career and economics seminar.
- Give young people a chance to gain practical knowledge that will help them mold their own careers.
- Provide teens with the encouragement and support of knowledgeable adult mentors.
- Expose youths to practical aspects of the business world.
- Give youths sources for information on careers.
- Involve youths in a record-keeping process.

2. How would you rate the program in achieving the following objectives? (Circle your answer.)
   Excellent Good Fair Poor

- Each protege will keep a journal of news releases, special experiences, and thoughts about the career exploration process.
- Youths will use agendas from phase two to learn about career opportunities, business structures, and day-to-day business decisions.
- Youths will ask mentors about education, part-time jobs, and extracurricular activities that will help them achieve their career goals.
- Youths will learn about career development and specific careers.
- Youths will gain insight into the employer's and manager's perspective.

3. How would you rate the value of the program to you and your business? (Circle your answer.)
   Excellent Good Fair Poor

4. Please rate the value of the program to the youths participating. (Circle your answer.)
   Excellent Good Fair Poor

5. Should a similar program be conducted next year?__ yes__ no

6. If yes, would you be willing to help again?
   __ yes __ no

7. Do you know someone whom you would recommend to help with this program? If yes, please list his or her name and phone number.
   ____

8. If this program is continued, how should it be financed?

9. Did you receive enough information and help to plan and carry out your part of the program?
   __ yes __ no
   If not, what would have been helpful?

10. What type of promotion should be given this program?

11. What problems did you encounter that need to be corrected for future programs?

12. In what way has your understanding of young people increased?

13. Do you think youths understand the role of employer's rules in getting and keeping jobs?
__ yes ___ no

Appendix N
Protege Evaluation

Please answer the following questions. Your answers will help the CareerSmarts coordinator and sponsors improve future CareerSmarts programs. You may sign your name, but you do not have to. Thank you for your help.

1. Did you enjoy the mentoring program?
__ yes
__ no
Comments:

2. How would you rate the value of the program to you?
__ excellent
__ good
__ fair
__ poor
Comments:

3. Should a similar program be conducted next year?
__ yes
__ no
Comments:

4. Would you recommend the program to a friend?
__ absolutely
__ maybe
__ probably not
__ no
Comments:

5. How much did you learn in the mentoring program?
   __ a great deal
   __ some
   __ little
   __ nothing

Comments:

6. Name two things you enjoyed about the mentoring program.
   1.

   2.

Comments:

7. Name two things you did not enjoy about the program.
   1.

   2.

Comments:

8. How would you improve the program?

9. Did the mentoring program help you make some decisions about your future?
__ yes
__ no

Comments:

10. Did you keep a record of your meetings with your mentor?
__ yes
__ no

If no, please explain:

Appendix O
Protege and Mentor Meeting Schedule

By the end of the program, you should have spent at least 16 hours meeting with your protege. Meetings may last longer than one hour. Both you and your protege should have a copy of this schedule.

1st Meeting: Date ______________________
Time ______________________
Place ______________________

2nd Meeting: Date ______________________
Time ______________________
Place ______________________

3rd Meeting: Date ______________________
Time ______________________
Place ______________________

4th Meeting: Date ______________________
Time ______________________
Place ______________________

5th Meeting: Date ______________________
Time ______________________
Place ______________________

6th Meeting: Date ______________________
Time ______________________
Place ______________________

7th Meeting: Date ______________________
Time ______________________
Place ______________________

8th Meeting: Date ______________________
Time ______________________
Place ______________________

9th Meeting: Date ______________________
Time ______________________
Place ______________________

10th Meeting: Date ____________________
Time ______________________________
Place ______________________________

11th Meeting: Date ____________________
Time ______________________________
Place ______________________________

12th Meeting: Date ____________________
Time ______________________________
Place ______________________________

13th Meeting: Date ____________________
Time ______________________________
Place ______________________________

14th Meeting: Date ____________________
Time ______________________________
Place ______________________________

15th Meeting: Date ____________________
Time ______________________________
Place ______________________________

16th Meeting: Date ____________________
Time ______________________________
Place ______________________________

Additional Meetings

Meeting: Date ________________________
Time ______________________________
Place ______________________________

Meeting: Date ________________________
Time ______________________________
Place ______________________________

Meeting: Date ________________________
Time ______________________________
Place ______________________________

Meeting: Date ________________________
Time ______________________________
Place ______________________________

Prepared by Eddie L. Locklear
4-H Specialist

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Protege's Handbook

CareerSmarts

4-H MENTORING PROGRAM

Cooperative Extension Service • North Carolina State University
College of Agriculture and Life Sciences

Preface

A major concern facing today's educators and businesses is the ability of America's future work force to compete in a global economy. Pressing problems are causing many youths to leave school poorly equipped to address the rapidly changing technological work environment. Without a strong, effective, educated, and highly qualified future work force, America may jeopardize its position in the world economy.

The 4-H CareerSmarts Program is one approach to helping youths prepare for future jobs. It involves businesses, schools, and communities working together to help youths learn about career possibilities and skills they need to pursue careers of interest. Emphasis is placed on helping students complete high school and develop decision-making skills needed to make better decisions about their futures. For more information, contact your county 4-H office or the North Carolina 4-H and Youth Development Department at North Carolina State University, Box 7606, Raleigh, N.C. 27695-7606.

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Introduction

Welcome to the 4-H CareerSmarts Mentoring Program. Congratulations for being selected to participate! Your selection shows you are interested in learning more about what you need to do to prepare for an exciting and rewarding career. During this program you will have a chance to meet someone in the world of work who wants to help you prepare for your future. This person, your mentor, will help you get from where you are now to where you want to be. To make this step, you must work with your mentor. You must communicate your interests, plans, and dreams for the future.

The mentor is a volunteer selected especially for you. So take time to get to know him or her. Relax and use your time wisely when you visit your mentor. This time will prove very valuable as you continue to look to your future.

This handbook will help you plan your time wisely and get the most out of your mentor meetings. Review the handbook before your first meeting.

The 4-H CareerSmarts coordinator may refer to this handbook during the protege training session. During the session be sure to ask any questions you have about the 4-H CareerSmarts Mentoring Program. It is very important to talk with the coordinator to make sure you understand everything. The coordinator would like to hear your comments.

This handbook will help you as you participate in the mentoring program. You will turn the handbook in to the CareerSmarts coordinator when you complete the program. The handbook has several forms to help you work with your mentor. Take time to complete these forms and share the information with your mentor. Do not write in the handbook. Write on a separate piece of paper. Some forms will have to be completed with your mentor's help. You will need to complete some before meeting with your mentor. During your first or second meeting, fill out the forms on pages 5-8. Get help from your mentor or 4-H agent if you need it.

More About 4-H

The 4-H program began around 1900. Its main purpose is to help boys and girls ages 6 to 19 learn by doing.

4-H started as a school-based, farm-related group, but it now reaches young people with different backgrounds and interests. It has programs both in and out of school.

4-H is the largest youth group outside public school systems. More than 189,000 young people in North Carolina participated in 1988. They were guided by more than 25,000 volunteers and 120 4-H agents. Throughout the nation, more than 4.5 million youths and 600,000 volunteers took part in 4-H programs in 1988. And some 82 countries have groups like 4-H.

Funding for 4-H is provided through an agreement among federal, state, and local governments. For every one tax dollar provided to 4-H, private contributions provide another six dollars. Please refer to "The 4-H Mission in North Carolina" (appendix A) and "4-H Is" (appendix B) for more information about 4-H.

Yes, 4-H enjoys a long, proud, and successful history of providing young people with many learn-by-doing opportunities. Many success stories can be written from the annals of 4-H. However, a current need demands the attention of 4-H: Young people and mentors need to work together to help young people learn to prepare for, seek, find, and keep successful careers.

Protege's Identification Form*

Name ____________________

Address ____________________

____

Telephone number ____________________

Name of school ____________________

School address ____________________

____

Telephone number ____________________

School contact person for 4-H CareerSmarts

____

(This person could be a career counselor or teacher working with career education.)

Parent's or guardian's name ____________________

Address ____________________

____

School telephone number ____________________

Work numbers: father and/or mother ____________________

Person to contact in emergency ____________________

Address ____________________

____

Telephone number ____________________

* This information should be shared with mentor during the first or second meeting.

Protege's Mentor and 4-H Coordinator Information

Name of mentor ______________________________

Business address ______________________________

____

Street address of business (if above address is post office box)

____

Person to call if you will be late or must cancel a meeting ______________________________

Telephone number ______________________________

4-H CareerSmarts coordinator ______________________________

Address ______________________________

____

Street address (if above address is post office box) ______________________________

____

Telephone ______________________________

Protege Training Meeting:
Date ______________________________

Time ______________________________

Place ______________________________
(Contact 4-H CareerSmarts coordinator for this information.)

Protege and Mentor Meeting Schedule

By the end of the program, you should have spent at least 16 hours meeting with your mentor. Meetings may last longer than one hour. Both you and your mentor should have a copy of this schedule.

1st Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

2nd Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

3rd Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

4th Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

5th Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

6th Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

7th Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

8th Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

9th Meeting: Date ______________________________
Time ______________________________________
Place ______________________________________

10th Meeting: Date ______________________________
Time ______________________________
Place ______________________________

11th Meeting: Date ______________________________
Time ______________________________
Place ______________________________

12th Meeting: Date ______________________________
Time ______________________________
Place ______________________________

13th Meeting: Date ______________________________
Time ______________________________
Place ______________________________

14th Meeting: Date ______________________________
Time ______________________________
Place ______________________________

15th Meeting: Date ______________________________
Time ______________________________
Place ______________________________

16th Meeting: Date ______________________________
Time ______________________________
Place ______________________________

Additional Meetings

Meeting: Date ______________________________
Time ______________________________
Place ______________________________

Meeting: Date ______________________________
Time ______________________________
Place ______________________________

Meeting: Date ______________________________
Time ______________________________
Place ______________________________

Meeting: Date ______________________________
Time ______________________________
Place ______________________________

More About 4-H CareerSmarts

The North Carolina 4-H CareerSmarts Program allows your school to work with businesses and industries to help you and other young people. Working together, they can provide hands on, learn-by-doing activities to help you learn how it really feels to have a career.

4-H CareerSmarts consists of three phases. Phase one is conducted during school. Ten booklets help you learn about the working world, about finding jobs, and about keeping them. The booklets also explain what level of education different jobs require.

Phase two of CareerSmarts involves several activities. You learn about economics and about how your career will affect the way you live. Through tours, you can meet and talk with "real" people as they work. You learn more about careers that interest you. And you develop a career exploration plan that outlines your goals for school, work, or both.

Phase three of 4-H CareerSmarts is the mentoring relationship. During this phase, you, the protege, and your mentor meet for at least 16 hours. You will learn more about what it is like to work. This protege handbook will help you with phase three.

When you meet with your mentor, be sure to bring your protege handbook. Write down important points and ask the questions listed in the handbook. If you think you might lose your handbook and would rather leave it at home, write down questions to ask. Be sure to take some paper to write the answers on.

The 4-H CareerSmarts coordinator will conduct a protege training before the program begins. When you attend the protege training, you will learn more about phase three.

If you would like to know more about the 4-H CareerSmarts Program, please read appendixes C and D. They list the goals of the program. Be sure to discuss these points with the 4-H CareerSmarts coordinator and mentor.

The Mentoring Relationship

A mentor is a special person. A mentor may be a teen-ager, a grandparent, or anyone in between. The mentor may be a school student, a college student, someone who works full time, or a volunteer.

Your mentor during the 4-H CareerSmarts Program will be an older, more experienced person who has volunteered to work with you. This person will share information about work and careers and will provide a variety of information about his or her work. This person also will provide guidance, encouragement, and activities.

During the time you spend with your mentor, you will probably become friends. Keep in mind that your mentor is like a teacher and boss. Although you may be friends, you must realize the mentor has to conduct the relationship in a teacher-and-student manner. Remember, you are visiting the mentor to learn more about careers. You should avoid asking personal favors of your mentor.

One other point about visits with your mentor: Since your mentor is an employee or, in some cases the employer, he or she must behave in a professional manner. Be sure to talk with your mentor about how you should dress when you visit and about the dos and don'ts of the work environment. Remember, when in doubt about something, always ask. Never guess at how you should behave, dress, or do any other aspect of the mentoring relationship.

It is very important you cooperate with your mentor. Arrive on time and call if you must be late.

If you want to learn more about mentors, their responsibilities, roles, and characteristics, please read appendixes E, F, G, H, I, and J.

More About My Mentor

To help you learn more about your mentor, spend some time with him or her talking about the following questions. Be sure to jot down important points. Discuss this section during your first few meetings. Because you have other things to talk about during the first meeting, it may be good for you and the mentor to decide when to finish this section. Although there is no rush, the sooner you complete it, the sooner you will learn more about your mentor. Take a few minutes to review the questions, and use them to guide your meetings with your mentor.

Questions for My Mentor

1. What do you do in your job (specific tasks, traveling, type of job, etc.)?
2. What is your work like (likes, dislikes, hours, etc.)?
3. What is the future for this type of job?
4. How did you get into this job?
5. How do you feel about this job?
6. How does this job affect your personal life?
7. Are there other people in your organization that I should know? If so, what are their names, titles, and jobs?
8. What other things do I need to remember about my mentor or the work environment?

Getting Ready to Meet With My Mentor

Probably one of the biggest questions in your mind is, How do I get ready for my first meeting with my mentor? This section of the handbook will answer this question and make that first meeting a little easier.

If your county has all three phases of 4-H CareerSmarts, a special time in phase two will help you prepare for and meet with your mentor for the first time. If your county does not have phase two, you can still be ready for the first meeting. Be sure to read this handbook carefully. Also, discuss the first meeting during your protege training and ask the 4-H CareerSmarts coordinator for help.

Before the first meeting with your mentor, make a career exploration plan. This is not very hard to do. Just think about what kind of career you would like. Will it require a technical or college degree? What classes should you take in high school? These are two questions you need to think about. Talk to friends, relatives, parents, and teachers about your career plan. Also, take a few minutes to answer the following questions. Answering these questions before that first big meeting will make the encounter more interesting and enjoyable. Write your answers on another sheet of paper.

1. What are some of your interests?
2. What classes do you like the most?

3. What classes do you like the least?
4. List five jobs you might like.
5. What qualifications are needed for each of these jobs?
6. What companies hire people to do these jobs? List only one or two companies for each job.
7. How much money do people who have these jobs make?
8. Describe the type of life style (standard of living) you would like to have after graduation.
9. On a scale from one to 10, with 10 being "excellent" and one being "not so good," how would you rate your attitude about school?
10. What are your plans for future education?
11. What things have you done outside of school that may help you in a job?

Your answers to these questions will help you and your mentor set some short- and long-term goals for you. Though you can change your mind about these goals, setting them now will help you get a better idea of the classes you should take in high school and whether you will need more education to get the job of your dreams.

Be sure to discuss this section with your mentor. The mentor's handbook does not have this section, and the mentor will not be aware of these important points. Remember, the success of the mentoring relationship depends on two-way communication. So be sure to communicate.

More About Those Mentoring Meetings

You and your mentor should spend some time setting short- and long-term goals for your career exploration plan. Do this during the first or second meeting. Then you and the mentor will be able to decide what to talk about and what to do during your visits. Write out a protege and mentor meeting schedule like the one in this handbook. Also be sure to write your short-term and long-term goals and any other mentoring activities and events not listed on your protege and mentor meeting schedule.

Take some time to write down some of the things you did during each of your meetings. This record will remind you and the mentor of things you talked about and other things you need to discuss. The record will also help the 4-H CareerSmarts coordinator and planning committee decide how to make the 4-H CareerSmarts Mentoring Program better.

After each meeting, write answers to the following questions on a sheet of paper. Feel free to write down your honest opinion about the meetings. Your responses are very important.

Try to write something after every visit. The sooner you write down thoughts after the meeting, the easier it will be for you to remember the important stuff. Again, write down your true feelings.

Thoughts About Our Meeting

1. Date of Meeting ______________
2. Time ________
3. Place ____________
4. What did you discuss today?
5. List one, two, or more ideas you learned today.
6. What did you enjoy most today?
7. What was unpleasant about today's visit?
8. If you could, what would you change about today?
9. What other thoughts and comments do you have about today's meeting?

A Final Note

As you can see, the 4-H CareerSmarts Mentoring Program is an exciting way to learn about careers. If you have questions or concerns you do not want to discuss with your mentor, please talk with your 4-H CareerSmarts coordinator or your parents. It is very important you discuss these feelings as soon as they develop.

To ensure your safety and to help the mentor, you will be asked to sign several forms. In some cases your parent's or guardian's signature is needed. Please refer to appendixes K, L, and M for a copy of these forms. Your CareerSmarts coordinator will give you copies to fill out. It would be best if you fill out these forms before the protege training session and certainly before the first meeting with your mentor.

Your comments and suggestions will be very helpful for future 4-H CareerSmarts programs. Read appendix N and be ready to fill out the form at the end of the mentoring program. You are also encouraged to write a short story about your experiences in the 4-H mentoring program. Appendix O is a form you can use to write the story. At the end of the program, you may be asked to give your reports and notes to the 4-H CareerSmarts coordinator. After the planning committee reviews your reports, your evaluation, and your story, they will be returned to you. Be sure to call the 4-H CareerSmarts coordinator if you have questions.

Conclusion

You are to be commended for your participation in the 4-H CareerSmarts Program. By working with your mentor, you are establishing goals that will help you now and in the future. Your goals will also help you take the classes you need to get the job of your dreams. Good luck as you explore the wonderful world of careers, a world that you will enter better prepared because of your commitment to career exploration.

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Appendix A
The 4-H Mission in North Carolina

The goal of 4-H is to assist youths and adults in becoming competent, coping, and contributing members of a global society by developing essential life skills through planned learn-by-doing experiences.

4-H is a human development program of the North Carolina Agricultural Extension Service involving youths and adults. 4-H is:

- Community-based and locally determined.
- Primarily group-focused and family-oriented.
- Volunteer operated.
- Coordinated by a professional staff.

4-H uses the university knowledge base as a means of facilitating the design, development, and delivery of experiential youth education programs.

- 4-H emphasizes subject-matter related projects and activities and networking the resources of extension land-grant universities, other universities, and youth-serving agencies.
- 4-H structures the learning environment using knowledge from the social and behavioral sciences and the humanities to promote the acquisition of life skills.
- The mix of subject-matter and educational methods in the presence of a democratic environment provides the vehicle for the human development process.

4-H is operated by volunteers under the guidance of Extension professionals. A necessary corollary of the youth development goal is the development of volunteers as individuals and leaders in the 4-H program.

- Volunteers structure group learning experiences for youths using the social and behavioral sciences.
- Volunteers render services in support of 4-H'ers, other volunteers, and the 4-H program in general.
- Extension professionals teach volunteers to use subject matter, educational methods, and the

democratic process to achieve human development objectives.

Private resources, both human and material, are used to enrich the learning experiences of youths and adults. 4-H is publicly supported by county, state, and federal governments.

Appendix B
4-H Is ...

For Youths. . .

an informal, practical, learn-by-doing educational program for youths. It is dedicated to the growth and development of boys and girls ages 6 to 19, of all cultural, economic, and social backgrounds, whether they live in the city or on the farm.

For Adults. . .

an opportunity for parents and other adults to become leaders and provide learning experience for 4-H'ers. In so doing, they find satisfaction and self-fulfillment through giving of themselves to others. Adults from all walks of life are involved: young and old, professionals and tradesmen, housewives and career women, politicians and civic leaders.

Involvement. . .

4-H focuses on the individual but provides for both individual and group involvement. A 4-H'er may work individually on a project, join a club, attend a single workshop or a series of special interest classes, be a teen leader, watch 4-H programs on television, go to camp, become a delegate to state and national conferences, or visit foreign countries. As 4-H'ers, boys and girls may spend as little as a few hours or days to reach goals. Other goals they set for themselves may take many years to achieve.

Adults benefit from training sessions and leaders' association meetings at the county, district, state, regional, and national levels. They help boys and girls on a one-to-one basis, serve as club leaders, become teachers in workshops, transport 4-H'ers to special activities, raise or donate funds, provide other program resources, recruit and train other adults, and emerge as community leaders.

Variety...

What a young person may learn in 4-H varies greatly. Wise consumerism, career exploration, and production and management acquaint 4-H'ers with the rapidly changing fields of agriculture and home economics. Other areas such as community action, model rocketry, environmental awareness, leisure education, automotive, bike and fire safety, and horsemanship point out the variety of educational experiences available through 4-H.

The involvement of adults is as varied as that of 4-H'ers. Adults volunteer to do what they do best: take a group of kids fishing, show how to do a favorite craft, talk to other leaders about the 4-H program, become president of the leaders' association, learn new skills at a leader training workshop, or simply open their homes for 4-H club meetings.

A Program With Objectives...

People need to interact successfully with the world in which they live. They should develop life styles appropriate to the changing times. Complex interpersonal relationships and social responsibilities require clarification of individual and social values. Technological advances and even simple daily activities demand the ability of decision making and a healthy outlook on life.

The North Carolina 4-H program, therefore, seeks to teach the following life skills:

- Becoming self-reliant
- Learning how to learn and use knowledge
- Relating to change
- Helping and sharing with others

A Program With Tradition...

4-H MOTTO:

"To Make The Best Better"

4-H PLEDGE:

"I pledge
My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living,
for my club, my community, my country, and my
world."

How 4-H Operates Today

4-H operates by involving the 4-H member, the family, and the community in a cooperative effort. It is supported by national, state, and local interests working together for the betterment of young people.

4-H is an integral part of the United States Department of Agriculture and the land-grant university system in each state. In North Carolina, the North Carolina Cooperative Extension Service, with headquarters on the campuses of North Carolina State University and A & T State University, provides a professional leadership base for the 4-H program. In each county, extension staffs—professionals and paraprofessionals—and adult and teen volunteers carry out the program.

The positive working relationship between the North Carolina Cooperative Extension Service, state and local governments, and the United States Department of Agriculture provides the resources for an innovative, educational program with a broad-based curriculum. Moreover, because all of these organizations and agencies are structured to be responsive to the needs and interests of people at the local level, the relevance of the 4-H program is made certain.

The affiliation of 4-H with North Carolina State University and A & T State University is one of its greatest strengths. The knowledge base supplied through the universities is reflected in the subject-matter content that is the basis for the 4-H educational program. Extension professionals, specialists, and county agents are members of the faculties of these universities. The county faculties serve to recruit, train, and support the hundreds of dedicated volunteers involved in the program.

It would be impossible to carry out the North Carolina 4-H program without volunteers. These volunteer leaders give extensive time, talents, and personal resources to support 4-H. They provide healthy adult-youth relationships, teach skills, and supervise and encourage youths. These leaders, who extend the resources of the universities to the local people, have become the real strength of the 4-H program.

Extensive family involvement is another strength of 4-H. 4-H helps youths to improve family and home life by encouraging family-oriented learning experiences that can lead to closer parent-child relationships. Since parents are the most important influence in youth development, parent cooperation and participation in the 4-H program are given high priority.

4-H enjoys extensive support in the form of money, personnel, and materials from the private sector. These resources supplied by business and industry leaders attest that 4-H is a valuable educational program for America's youths. Major resources at the national level are secured and coordinated by the National 4-H Council; at the state level, by the North Carolina 4-H Development Fund; and by similar groups at the county level.

Appendix C
Overall Objectives of 4-H CareerSmarts

1. Help young people identify their career objectives.
2. Help youths understand how the work world is organized.
3. Help youths learn about ways of preparing for careers.
4. Educate youths about the advantages of getting a high school diploma and the disadvantages of quitting school.
5. Educate youths about the relationship between life styles and careers.
6. Help youths get the tools and skills they need to find, get, and keep jobs.
7. Help youths develop good work attitudes.

Appendix D
Mentoring Objectives

General Objectives

1. Help teen-agers apply career development knowledge learned in the classroom or club and career and economics seminar.
2. Give young people a chance to gain practical knowledge that will help them mold their own careers.
3. Provide youths with encouragement and support from knowledgeable adult mentors.
4. Expose youths to practical aspects of the business world.
5. Give youths sources for information on careers.
6. Involve youths in a record-keeping process.

Youth Objectives

1. Each youth will keep a journal of news releases, special experiences, and thoughts about the career exploration process.
2. Youths will use agendas from phase two to learn about career opportunities, business structures, and day-to-day business decisions.
3. Youths will ask mentors about education, part-time jobs, and extracurricular activities that will help them achieve their career goals.
4. Youths will broaden their concept of career development and specific careers.
5. Youths will gain insight into the employer's or manager's perspective.

Mentor Objectives

1. Mentors will contribute to the community by offering leadership to potential employees.
2. Mentors will gain insight into youth issues and their implications.
3. Mentors will contribute to the development of potential employees for their organization or other employers.
4. Mentors will help youths gain knowledge and skills needed for successful careers.
5. Mentors will help young people focus on the subjects they need to take in high school and later, to help them achieve their goals.

Appendix E
Mentor Defined

The term *mentor* is defined in different ways. However, all definitions share common elements. First, the mentor is a more experienced person who helps someone with less experience. Second, a mentor provides information, guidance, encouragement, and helpful activities. Third, the protege sees a mentor as someone with high moral standards and values. Fourth, a mentor provides the support and help that goes beyond just teaching and supervision. Finally, a mentor is a friend and strong ally who supports the protege in career education.

A mentor is not the same as a role model. A role model shapes someone into his or her own image. The role model is someone who says, "Be like me rather than be yourself." The mentor says, "Be yourself, and let me help you grow and develop so you can find a career that's right for you."

There are mentors in many organizations and work places. In the 4-H CareerSmarts Program, the mentor is an older, experienced, very qualified, and successful person who helps a young person, or protege, learn about a career. The mentor should not try to force the protege into a particular job. He or she should help the protege gain the knowledge and skills the protege needs to explore career options. The mentor also should help the protege develop and conduct a career exploration plan. Finally, the mentor should have values accepted by the community, by the parents, and by the protege. The mentor should be encouraged to be a friend and not just a teacher.

Appendix F
Applications for Mentoring

To understand what mentoring is, you need to know more about ways it is used.

Mentoring has been helpful in training teachers. Younger, less experienced teachers benefit greatly from older, more experienced teachers. And mentoring doesn't cost school systems very much.

Mentoring also works in industries, organizations, and businesses. It can lead an inexperienced employee to career success. Mentoring can be formal or informal. But mentoring is usually more successful when it is directed by an organization. As it is in teacher education, mentoring is a good way to provide training to younger, less experienced employees without spending a lot of money. The mentors also benefit. They are recognized for their work and feel they are valuable to their employers.

There is proof that mentoring works in the Cooperative Extension Service, which sponsors 4-H. Experienced extension agents have been valuable mentors to new agents, especially those with less than one year of experience. Several North Carolina extension administrators are experimenting with mentoring. Early reports have shown success with new 4-H agents.

Mentoring has been particularly helpful to women. Women move up the career ladder quickly when mentored. They get the training, information, and support they need to start their careers right.

Another way mentoring is used is in schools and colleges. Students get help to improve their academic scores and increase their chances of graduation and of promising futures. Faculty, staff, and students serve as mentors.

Mentoring has always played an important role in adult career development. More recently, it has been used to help young people plan for their careers and to succeed in school.

4-H CareerSmarts is concerned with the mentoring relationships between the work community and students. 4-H CareerSmarts lets high school students learn from mentors in the work world.

Many teachers know the need to involve businesses. Mentors from private industry, governmental agencies, colleges and universities, and community organizations help students learn what it's really like to work.

Appendix G
Benefits of Mentoring

The mentoring process has been successful in many situations. One reason is that everyone involved benefits from it.

Proteges generally get better grades, go to school or work more often, are less likely to drop out of school, and have better job opportunities than peers who do not participate in mentoring programs. They also have better attitudes, demonstrate better study habits, gain knowledge about themselves and the working world, and improve their communication skills. Mentoring also helps youths get and keep their first jobs, fosters long-term motivation for career advancement, is good for youths facing unusual barriers of employment and advancement, and helps minorities. Teen-agers who receive support from mentors are more likely to finish high school and to hold jobs.

New employees also benefit from mentoring. They move up in their jobs, have more control of the work environment, and have support systems. They also have fewer work problems, are more self-reliant, and have fewer career setbacks than new workers without mentors.

The mentor and the organization also benefit from the mentoring process. Mentors receive recognition and increased visibility, improve their knowledge and skills, and increase teamwork opportunities in their work settings. Also, mentors who work with young people help create better employees for the future. They also address an important need in the community.

Organizations benefit because mentoring helps them get better employees, passes on the organizations' culture, and increases company loyalty.

Appendix H
Characteristics of Mentors

One of the most important characteristics for any mentor in the 4-H CareerSmarts Program is a genuine belief in the potential of young people. This belief should be demonstrated by a willingness to invest time and energy in working with young people. The mentor must be committed and interested in the growth and development of youths.

The mentor must also have good interpersonal and communication skills. The mentor should be able to relax around young people and be effective in communicating pertinent information to the protege. The mentor should be able to address points without becoming overly aggressive or judgmental. The role of the mentor is to help the young person grow and develop a career of interest, not to shape the young person into the mentor's image. This may involve allowing the protege to make mistakes and learn from the mistakes.

Certainly, mentors must have expertise, technical knowledge, and some measure of experience, skill, advancement, recognition, or achievement in their own occupations or careers. This enables mentors to address specific questions regarding their careers and to address questions of a general nature. Successful mentors also should feel confident about their own styles of interaction and work. This level of confidence will enhance the communication between the mentor and protege.

Mentors must also provide safe environments for learning. The mentor also should be a good model both personally and professionally. He or she should lead by example and set high ethical standards. The mentor should also establish high expectations for self and others, and he or she should communicate these standards to the protege.

Finally, mentors must be unselfish, honest, patient, reliable, caring, compassionate, loving, and enthusiastic. They also should have a sense of humor. Young people must be motivated to be their best. Mentors will need to be creative and optimistic to help youths overcome many obstacles. Mentors may need to communicate with parents and teachers during the mentoring process. There may be opportunities for the mentor to serve as a reference or ambassador for the protege. The mentor will need to be considered a friend by the protege while maintaining a professional, mature image.

Appendix I
Mentor's Responsibilities

The mentor's first responsibility is to meet with the protege to develop a schedule of meetings and activities. Before the protege and mentor training sessions, the 4-H CareerSmarts planning committee should schedule the first meeting of proteges and mentors. The meeting time for mentors and proteges should be announced at the training sessions. The mentor should meet with the protege regularly. Mentors and proteges should meet at least once a week, for a minimum of 16 hours by the end of the program.

They should set short- and long-term goals. The mentor should encourage the protege to finish high school and advanced training, if desired, and to explore career options. The mentor also should let the student meet with other adults and get to know other employees, help him or her develop communication and interpersonal skills, take an interest in the protege's day-to-day activities, and spend as much time as possible with the protege.

During the first meeting or as soon as possible, the mentor and protege should set ground rules for meetings, events, and activities. They should discuss dress, office manners, how to handle cancellations, what to do if unable to arrive on time, and other topics. They should also talk about mutual responsibilities and expectations.

The mentor should try to make the meetings interesting and important. He or she should balance constructive criticism with positive reinforcement. The protege should be challenged and encouraged to achieve his or her goals.

The mentor should be available and supportive. He or she should establish an environment of negotiation. There should be good dialogue and a focus on the protege's future. The mentor should acknowledge the protege's uniqueness and not be critical but supportive. The mentor also should always remember the primary purpose of the 4-H CareerSmarts Mentoring Program: to help the protege develop and pursue a career of interest.

Appendix J
Roles of Mentors

A mentor may act as a teacher, counselor, recognizer, coach, guide, supporter, protector, sponsor, encourager, leader, developer, opener of doors, listener, critic, and sounding board. Your mentor may not perform all of these roles during the mentoring program. But if you have questions about these roles, be sure to ask.

Appendix K
4-H Code of Conduct Agreement*

Mentor's name ______________________________

Protege's name ______________________________

Protege's address ______________________________

____

Telephone number ______________________________

I, ______________________________, understand the rules for participating in the 4-H CareerSmarts Mentoring Program. I agree to:

1. participate fully in the program.
2. be responsible for my own behavior and uphold high standards.
3. abide by the rules of the mentor's work place and other places of mentoring activities.
4. support the program coordinator's and adult mentor's leadership of my activities.
5. refrain from using alcoholic beverages, illegal drugs, offensive behavior, and abusive language while participating in the program.

____
(protege's signature)

____
(date)

Concurrence by parent or guardian:

I understand the above agreement and will support my son or daughter, the group coordinator, and adult advisors in carrying it out.

____
(parent's or guardian's signature)

____
(date)

---

* The 4-H CareerSmarts coordinator and the mentor should keep copies of this form.

Appendix L
Agent/Youth Memorandum of Agreement

Agent's Responsibility

__________________________ has agreed to enter into a mentor/youth relationship with an adult mentor to be selected by the 4-H CareerSmarts Committee. The North Carolina Cooperative Extension Service will:

1. match the youth with mentor in a field in which the youth has expressed an interest.
2. work with any youth who is unhappy with his or her designated mentor to improve the relationship.
3. respond immediately to questions or concerns from youth.
4. monitor the youth's feelings about the mentoring experience.

____
(signature)

____
(date)

Youth's Responsibility

I have agreed to participate in the 4-H CareerSmarts Mentoring Program. I realize this is an important responsibility and that I will be under the supervision of an adult volunteer (mentor) for at least one hour a week for up to four months. I realize I was selected for this program because of my interest in career education, and I agree to:

1. work with my mentor in scheduling appointments, meetings, and other activities involving mentor's time.
2. arrive promptly at all meetings and activities scheduled with my mentor.
3. notify my mentor as soon as possible if I must cancel an appointment.
4. follow my mentor's instructions during entire time I am participating in a mentoring activity.
5. notify the county 4-H CareerSmarts coordinator if I am unhappy or have problems with my mentor.

The coordinator is ______________________ and
can be reached at ________________.

6. write a report each week describing my thoughts and feelings about this program.
7. make arrangements for transportation to and from meetings and activities with mentor.

____
(signature)

____
(date)

____
(parent's signature)

____
(date)

Appendix M
Health Consent Form for Emergency Treatment

Name of participant ______________________________
Age _____ Sex _______
Home address ______________________________
(box number and street)
____
(city) (state) (zip)
INSURANCE: Complete if not using 4-H insurance policy.
Company ______________________________
Policy number ____________________
In case of emergency notify: Name ________________
Telephone number ____________________
Relationship to above: Parent ____ Guardian ____
Alternate contact in emergency: Name ________________
Telephone number ____________________
Family physician or clinic ____________________
Telephone number ____________________

For health and safety reasons, every person attending this program must complete and submit a health form to the program coordinator. Please read and answer the following questions. Any "yes" response will require an explanation.

1. Respiratory problems (asthma, spitting blood, tuberculosis, etc.)? Yes __ No __ Explain:

2. Heart disease (high or low blood pressure, shortness of breath, heart murmur, chest pain, rheumatic fever, etc.)? Yes __ No __ Explain:

3. Stomach or intestinal problems (ulcers, jaundice, hernia, colitis, indigestion, etc.)? Yes __ No __ Explain:

4. Kidney, gall bladder, or liver disease? Yes __ No __ Explain:

5. Diabetes or hypoglycemia (low blood sugar)? Yes __ No __ Explain:

6. Muscular or skeletal problems (arthritis, hernia, recent fractures, etc.)? Yes __ No __ Explain:

7. Eye, ear, nose, or throat problems (hay fever, ear infections, impaired sight or hearing)? Yes __ No __ Explain:

8. Skin disease? Yes __ No __ Explain:

9. Nervous disorder (convulsions, epilepsy, dizziness, etc.)? Yes __ No __ Explain:

10. Emotional or mental disorder (frequent anxiety, excessive fears, etc.)? Yes __ No __ Explain:

11. Any surgical operations, accidents, or injuries that have required hospitalization in the past two years? Yes __ No__ Explain:

12. Any recent exposure to a contagious disease? Yes __ No __ Explain:

13. Any allergies? Yes __ No __ Explain:

14. Are you currently under a doctor's care? Yes __ No __ Explain:

15. Are you currently taking medication? Yes __ No __ Explain:

16. Date of last tetanus shot ________________
17. Any special dietary needs? Yes __ No __ Explain:

18. Any limiting physical conditions? Yes __ No __ Explain:

I am of the opinion that ____________ can participate in 4-H CareerSmarts Program. I further declare that he or she has no physical, mental, or communicable conditions that will interfere with participation in this program. I consider his or her health to be __ poor; __ fair; __ good.

In case a medical emergency arises while my son or daughter is participating in the program, I give my permission for physicians to perform needed treatment.

____
(parent's or guardian's signature)

____
(date)

The emergency contact listed above will be informed as soon as possible should emergency treatment be required.

Appendix N
Protege Evaluation

Please answer the following questions. Your answers will help the CareerSmarts coordinator and sponsors improve future CareerSmarts programs. You may sign your name, but you do not have to. Thank you for your help.

1. Did you enjoy the mentoring program?
   __ yes
   __ no

Comments:

2. How would you rate the value of the program to you?
   __ excellent
   __ good
   __ fair
   __ poor

Comments:

3. Should a similar program be conducted next year?
   __ yes
   __ no

Comments:

4. Would you recommend the program to a friend?
   __ absolutely
   __ maybe
   __ probably not
   __ no

Comments:

5. How much did you learn in the mentoring program?
   __ a great deal
   __ some
   __ little
   __ nothing

Comments:

6. Name two things you enjoyed about the mentoring program.
   1.

   2.

Comments:

7. Name two things you did not enjoy about the program.
   1.

   2.

Comments:

8. How would you improve the program?

9. Did the mentoring program help you make some decisions about your future?

__ yes
__ no

Comments:

10. Did you keep a record of your meetings with your mentor?

__ yes
__ no

If no, please explain:

Appendix O
My 4-H CareerSmarts Mentoring Story

Please describe your experiences in the 4-H mentoring program. Try to include the things you enjoyed, the type of job you studied, something about your mentor, your future career plans, and other items you would like to share.

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